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HILDRETH, Richard L. A JUNIOR HIGH SCHOOL AMERICAN HISTORY NOTEBOOK.

A JUNIOR HIGH SCHOOL AMERICAN HISTORY

NOTEBOOK

Richard L. Hildreth

1949

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A JUNIOR HIGH SCHOOL AMERICAN HISTORY NOTEBOOK

Submitted by
Richard Lawrence Hildreth
B.S. in Journalism, Boston University 1939

In Partial Fulfillment
of the Requirements for the Degree
Master of Education
1949

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TABLE OF CONTENTS

| PART I | PAGE |
|---------------------------------------|------|
| CHAPTER I | |
| 1. STATEMENT OF THE PROBLEM | 1 |
| 2. PURPOSE OF THE STUDY | 24 |
| 3. SCOPE OF THE STUDY | 27 |
| PART II | |
| CHAPTER II | |
| 1. THE PROBLEM | 28 |
| 2. THE PROBLEM | 30 |
| 3. THE PROBLEM | |

First Reader: William H. Cartwright, Assistant Professor in Education

Second Reader: Franklin C. Roberts, Professor of Education

| | |
|--------------------------|----|
| CHAPTER III | |
| 1. THE PROBLEM | 31 |
| 2. THE PROBLEM | 30 |
| 3. THE PROBLEM | 31 |
| PART III | |
| CHAPTER IV | |
| 1. THE PROBLEM | 30 |

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TABLE OF CONTENTS

| | |
|----------------------------------------------------------------|------|
| PART I | PAGE |
| CHAPTER | |
| I. STATEMENT OF THE PROBLEM | 1 |
| II. PREFACE FOR TEACHERS | 24 |
| III. PREFACE FOR STUDENTS | 27 |
| PART II | |
| NOTEBOOK UNITS | 29 |
| NOTEBOOK CHAPTERS | 30 |
| UNIT | |
| 1. EXPLORATION AND COLONIZATION 1492 - 1763 | 31 |
| 2. REVOLUTION AND A NEW START 1763 - 1800 | 42 |
| 3. MAKING THE FEDERAL GOVERNMENT SUPREME 1798 - 1877 | 56 |
| 4. EARLY EXPANSION AND CONQUEST 1787 - 1853 | 70 |
| 5. INDUSTRIAL AND AGRICULTURAL EXPANSION 1776 - 1948 | 81 |
| PART III | |
| BIBLIOGRAPHY | 99 |

The story of the rise and fall of peoples; the struggle of man and nature, and the search for power; the lower and higher of man and woman as they have affected the march of events; the migration of peoples; the birth, development, and application of ideas; the records of man's achievement in letters, in the arts, and in science; the speculations and the beliefs of man as he looks beyond the horizon of earth, with a view to seeking a firm foundation for the basis of his own knowledge and of his own belief.

By John A. Mahoney, Editor of The History, Boston Herald and Examiner, 1944, Vol.

1, Henry Johnson, Department of History, New York University, 1944, Vol. 1 (revised edition of Nicholas Murray Butler)

TABLE OF CONTENTS

| PAGE | CHAPTER |
|------|------------------------------------------------------------------|
| | PART I |
| 1 | I. STATEMENT OF THE PROBLEM |
| 24 | II. PREFACE FOR TEACHERS |
| 27 | III. PREFACE FOR STUDENTS |
| | PART II |
| 28 | NOTEBOOK UNITS |
| 30 | NOTEBOOK CHAPTERS |
| | UNIT |
| 31 | 1. EXPLORATION AND COLONIZATION 1482 - 1763 |
| 42 | 2. REVOLUTION AND A NEW START 1763 - 1800 |
| 50 | 3. MAKING THE FEDERAL GOVERNMENT SUPREMACY 1789 - 1877 |
| 70 | 4. EARLY EXPANSION AND CONQUEST 1787 - 1855 |
| 81 | 5. INDUSTRIAL AND AGRICULTURAL EXPANSION 178 - 1948 |
| | PART III |
| 88 | BIBLIOGRAPHY |

PART I

CHAPTER I

STATEMENT OF THE PROBLEM

The aim of any American History course all educators and most laymen will agree is the making of better citizens; citizens not for a staid and motionless republic but for a changing one; citizens who can adapt themselves by sifting the grains of past history to collect those principles that can be used profitably for the solutions of the problems of the present and future.

The first idea is aptly stated by Professor John J. Mahoney ^{1/} when he wrote:

The most important business of the American public school is that of making good American citizens. It may turn out scholars. It may produce successful men of business. It may educate for culture. It may make it possible for its graduates to make a better living. These and other things it may do - and yet possibly fail. The real test of its accomplishment is the kind of citizen it furnishes the republic.

The second idea is equally well stated by Nicholas Murray Butler ^{2/} of the good American Citizen when he wrote:

He will watch the rise and fall of peoples; the struggle of human ambition, greed and thirst for power; the loves and hates of men and women as these have affected the march of events; the migration of peoples; the birth, development, and application of ideas; the records of human achievement in letters, in the arts, and in science; the speculations and the beliefs of men as to what lies beyond the horizon of sense, with a view to seeking a firm foundation for the fabric of his own knowledge and of his own belief.

^{1/}John J. Mahoney, For Us The Living, Boston Harper and Brothers, 1945. VII

^{2/}Henry Johnson, Teaching of History, New York Macmillan Company, 1940 VII (Preface written by Nicholas Murray Butler)

PART I

CHAPTER I

STATEMENT OF THE PROBLEM

The aim of any American history course for all educators and most laymen will agree is the making of better citizens; citizens not for a state and nationless republics but for a changing one; citizens who can adapt themselves by sifting the grains of past history to confront those principles that can be used profitably for the solution of the problems of the present and future.

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¹John J. Mahoney, For Us The Living, Boston: Harper and Brothers, 1943. VII

²Nicholas Murray Butler, Tombstones of History, New York: Macmillan Company, 1940 VII (Preface written by Nicholas Murray Butler)

It was with these viewpoints in mind that the writer at the end of his first year of teaching American History to students of a Junior High School in Connecticut re-examined his course and attempted to evaluate it in terms of concrete gain on the part of the students.

To do this in the most systematic way possible a list of ten questions was asked and the course was examined in the light of these questions. They were:

1. Has one of the objectives been citizenship training?
2. Were individual differences effectively provided for?
3. Was the work of such nature that stimulation could be gained by the student thus creating
 - A. A liking for the subject?
 - B. A desire to know more about American History through later reading and study in the student's leisure time?
4. Did the students have an effective guide? The main points this question concerned itself with were:
 - A. Did the guide show each student specifically what was expected of him?
 - B. Was the guide so constructed that future work and assignments could be seen by the student?
 - C. Was the guide something he could keep?
5. Did the guide provide for individual work, group work and work of a varied nature?
6. What facilities beside a textbook had they been taught to use?
7. What organized material did the students possess as their own at the end of the school year with the view to:

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5. Did the guide provide for individual work, group work and work of a varied nature?
6. What facilities besides a textbook had they been taught to use?
7. What organized material did the students possess as their own at the end of the school year with the view to:

- A. Continuing the study of American History at their leisure time?
- B. Securing a foundation for Senior High School American History?
- 8. Had the course helped to teach them to think about the problems of our country and of the world?
- 9. What if anything had been done to aid the student in applying past history to present day problems?
- 10. Had the course helped the students to:
 - A. Organize material?
 - B. Recognize source material (primary and secondary) from retold facts?
 - C. Form opinions of past and present problems?
 - D. Understand the qualities of good and bad leadership?
 - E. Recognize the important role of "himself" as a contributor to history?
 - F. Make comparisons of one period with another?

The conclusion reached after a post examination of the course with the above ten questions in mind was, that while varying degrees of success had been obtained in securing positive answers to the above questions, the degree of success was not great enough to let the course be taught in a similar manner the following year.

In seeking a remedy, two possible solutions were investigated. The first was a workbook and the second, and ultimate answer, was a notebook.

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at least stating why it was discarded. Few would dispute the statement that workbooks, properly constructed and used can serve to great advantage in an American History class regardless of the grade level or the abilities of the students. The mere fact that so many are published seems to indicate that their approval has been secured by thousands of teachers.

Bess Goodykoontz^{1/} in a study of the uses of Workbooks found that eight publishers had available 454 different workbooks. This figure takes on real meaning when the return from one publishing house stated that 11 per cent of the total sales consisted of workbooks.

Ernest Horn^{2/} indicates a similar use of the workbook when he wrote:

The flood of workbooks published in the last few years constitutes the most striking trend in the production of institutional equipment.

Thus their wide usage and rapid growth cannot be passed over. Many educators have high praise for them and believe that they are a necessary item in instruction.

Wesley^{3/} states that skillfully used they provide for individual differences and act as a guide to the students.

^{1/} Goodykoontz, Bess, "Current Uses and Effects of Workbooks," Curriculum Journal, 6:30-35, April 22, 1935.

^{2/} Horn, Ernest, Methods of Instruction in the Social Studies, Part XV, Report of Commission on the Social Studies, American Historical Association, New York: Scribner's, pp.220.

^{3/} Wesley, Edgar, Teaching the Social Studies, Boston: D. C. Heath and Company, 1942, p. 652.

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³ Wesley, Edgar, Teaching the Social Studies, Boston: D. C. Heath and Company, 1942, p. 622.

McGuire ^{1/} believes they "have a unique contribution to make in the learning process."

Elliott ^{2/} definitely believes that desirable character traits can be built by their use, an opinion that the writer does not wholly agree with. To the writer character traits are developed through thought processes and in the majority of workbooks the lack of problems that would develop such traits was one of the principle reasons why the notebook that accompanies this report was used instead of a workbook.

Branom ^{3/} in considering the use of workbooks in the field of the Social Sciences states:

If good workbooks are used intelligently by pupils, they aid the pupil in studying. Workbooks tend to make the work more definite, they guide the pupil in his study, and they are often useful for drill, review, and testing. They aid in individual instruction and help to make a pupil more independent in his study. Many of the exercises in a workbook are similar to those which the teacher would have his pupils naturally do. The questions, problems, and exercises are in printed form so that the pupil may use them whenever there is a need. If workbooks are not used it is often necessary to give many questions and problems orally to the pupils, or write them on the blackboard. Workbooks save time for the teacher and pupils.

What Mr. Branom says is subject to debate on several points.

The writer will agree that they aid a student in studying but he questions the worthwhileness of such study. It would seem that one of the objectives of material that is learned through studying should give the pupil a firmer foundation as regards his development of the thinking

^{1/} McGuire, E. "Teacher, Pupil and Workbook," School Executive Magazine, Volume 54, October 1934, pp. 46-47.

^{2/} Elliott, A. "This Workbook Craze," The School Executive, 51:38, September 1931.

^{3/} Branom, F. K. The Teaching of the Social Studies in a Changing World, New York: W. H. Sadler Inc., 1942.

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The writer also fails to see how the workbook tends to make a student more independent. In the vast majority of cases pupils have little or no chance of selecting material and hence become more dependent than independent. Recopying a textbook or seeking out key words is a far cry from applying facts already learned to actual situations. It is true that many workbooks do contain problems but their numbers for the most part are small.

Real learning can be developed far faster when as many of the five senses are used as possible. In the case of a workbook only the sense of sight is being used. It seems plausible that if the sense of hearing were added and if the sense of sight were used in a different manner; namely through explanations on the part of both teacher and pupils, and written work on the blackboards, the learning process would be greatly speeded up and with improved lasting benefits.

Few would object to the statement that workbooks save time for the teacher and pupils. Is the time saved, however, worth the cost of unnatural learning situations? The writer doubts it.

Not all educators hold to the theory that workbooks are a vital part of an American History course or any course.

Tryon ^{1/}is opposed to their use and forcefully states:

It may be truthfully said of most of the present workbooks in the social sciences that they reduce learning to a matter of doses; make

^{1/} Tryon, Rolla W., "The Development and Appraisal of Workbooks in the Social Sciences," School Review, 46:30, January 1936.

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children mechanical memorizers; reduce the teacher's initiative, originality, and creativeness; contain too many trivial and unrelated facts; are overloaded with poorly-graded exercises that are not cumulative in difficulty; and many other adverse statements; it seems high time to bid goodbye to a type of teaching aid which is inherently incapable of being brought into line with recognized good teaching in the social sciences.

Betts ^{1/} who believes that many times workbooks are indiscriminately used by teachers to lighten their burden, says:

Many workbooks as instructional devices are largely mechanical in nature. They are frequently used as busy work and as a means of discipline; have sometimes been used to bring about further regimentation of pupils' activities, thereby defaulting possible educational value; they appear to be instructional on the assumption that sheer repetition fixes learning; and too often teachers tend to lean on workbooks as self-instructive and therefore use them to compensate for their own inadequacies.

Megas ^{2/} has summarized the findings of experts who do not favor the use of workbooks. He says:

It can be said that the most frequently used arguments are that workbooks

1. Reduce the learning to doses.
2. Make children mechanical memorizers.
3. Reduce teaching initiative and originality.
4. Contain many trivial unrelated exercises.
5. Are overloaded with poorly-graded exercises.
6. Make blank-fillers of pupils.

^{1/} Betts, E. A., Foundation of Reading Instruction, Boston: American Book Company.

^{2/} Megas, Nicholas, "Analysis of United States History Workbooks on a High School Level," Unpublished Thesis, Boston University, School of Education, Boston, Massachusetts, 1948.

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6. Make black-bills of pupils.

/ Lewis, E. A.: Foundations of Reading Instruction, Boston: American Book Company.

/ Morgan, Winifred, "Analysis of United States History Workbooks on a High School Level," Unpublished Thesis, Boston University, School of Education, Boston, Massachusetts, 1948.

7. Stress non-problem-solving exercises.
8. Do not allow for reflective thinking on part of pupils.
9. Do not provide for individual differences.
10. Become a crutch for teachers.
11. Are used for disciplinary purposes.
12. Are frequently used as busy-work.
13. Regiment pupil activity in default of possible educational values.

The writer cognizant of its good points and had believed that a solution better than the workbook could be found. In addition to the above criticism summarized by Megaw, the writer felt that the selection of a textbook could easily be influenced by the type of workbook that supplemented it. And since the textbook is of greater importance, the selection might be a poor one in relation to the needs of the class.

Furthermore the writer was attempting to dispense with the single textbook principle and the cost involved in obtaining the necessary number of workbooks was prohibitive. Add to these difficulties the questionable value of them and the fact that pupils frequently must turn them in at the end of the year thus losing any organized work they might have done and the solution of using the workbook seems even more out of line.

Consequently a notebook was decided upon. Research material on its use and effectiveness is sparse; the reason, no doubt being that a definition of a notebook is almost impossible to find. Each teacher or educator when asked what a notebook is will supply a different definition.

In general the vast majority of notebooks contain a miscellaneous assortment of materials; the origin of which is found in the interests of the individual pupils. To these are added specific assignments by the

1. Always non-grading exercises.
2. Do not allow for reflection thinking on part of pupils.
3. Do not provide for individual differences.
4. Assume a course for teachers.
5. Are used for disciplinary purposes.
6. Are frequently used as busy-work.
7. Enforce rigidly activity in behalf of possible systematic values.

The writer cognizes of the good points and not believed that a selection better than the workbook could be made. In addition to the above criticism manifested by Logan, the writer felt that the selection of a workbook should really be influenced by the type of school that is represented by it. And when the textbook is of greater importance, the selection might be a poor one in relation to the needs of the class.

Furthermore the writer was attempting to discuss with the state textbook committee and the state textbook committee was very much of a number of workbooks and possibilities. And as time dilated the possibilities were not so good and the fact that the committee was not sure that in the one or two years they had been created with any great gains and the selection of a workbook was even more of a time.

Consequently a workbook has decided upon. The state textbook committee has and effectiveness is greater; the reason, no doubt being that a selection of a workbook is almost impossible to find. And reason of a teacher when asked what a workbook is will supply a different definition. In general the vast majority of workbooks contain a miscellaneous selection of materials; the type of which is found in the literature of the individual pupils. To these are added specific assignments by the

teacher but seldom are these assignments made with any definite goal in mind.

Early in October themes, pictures, and maps are completed to commemorate Columbus Day. The same procedure is followed for Armistice Day, Thanksgiving Day and all the other national holidays. Spaced in between may be found materials, assignments and class projects which the teacher wishes to have preserved. The fact that they make a good showing at a Parents Teachers Association meeting many times has a great deal to do with the type of assignment that is required.

In the majority of cases there is little or no effort made to organize the material; the notebook is little more than a 'hodgepodge' of maps, themes, dates and what have you. The students have spent hours in building an educational tool that will rust out and become a dust collector in the attic or cellar if it is kept at all.

When the time comes for Senior High School American History the notebook may be dug out and the reaction of the student, after thumbing through unnumbered pages, would most likely be "What did I keep this for?"

The Notebook this writer has in mind does not fall into the above category. He fundamentally believes that if constructive work is to be done one must be ever looking into the future. To him time is wasted unless the finished product can be used not only in the immediate present but in the future as well. We learn the multiplication table in elementary arithmetic and we use it in Algebra and Geometry. Why then is it not possible and necessary that we learn basic facts in American History cataloguing them in a systematic manner so that they can be used as groundwork for more difficult History at a later date? The answer is obvious.

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The writer has in mind a notebook which will make for better teaching, enlarged pupil learning and an educational tool so systematically arranged that its future use is guaranteed. He does not intend that it should be completely organized when placed in the hands of the students. Some organization is necessary and for the most part the organization is centered around large units or divisions of the subject. The tree of learning is given but each student, in proportion to his ability must place the leaves.

Some of the criticism educational experts have levied against the workbook make more strong the case of the notebook which accompanies this report.

Tryon^{1/} says:

It can be truly said of most of the present workbooks in the social sciences that they reduce learning to a matter of doses; make children mechanical memorizers; reduce the teacher's initiative and originality; contain too many trivial and unrelated facts; are overloaded with poorly graded exercises that are not cumulative in difficulty.

A study of the Notebook in this report the writer believes will show that all of the above criticisms have been corrected.

Wesley^{2/} lends support for the notebook when he says:

Textbooks, mapbooks, scrapbooks, reading books and notebooks would seem to furnish adequate equipment for the dullest student. Where then is the niche into which the workbook can fit? The answer would seem to be that workbooks are designed to absorb at least some of the functions of the other books.

^{1/}Tryon, Rolla M., "The Development and Appraisal of Workbooks in the Social Sciences," School Review, Vol. XLVI, January 1938, pp. 146-153.

^{2/}Wesley, Edgar, "Workbooks in the Social Studies," Historical Outlook, Vol. XXII, April, 1931, p. 152.

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It can be truly said of most of the present notebooks in the social sciences that they reduce learning to a matter of guess; make children mechanical memorizers; reduce the teacher's initiative and originality; contain too many trivial and unrelated facts; are overloaded with poorly graded exercises that are not cumulative in difficulty.

A study of the notebook in this report the writer believes will

show that all of the above criticisms have been corrected.

Wesley says support for the notebook when he says:

Textbooks, mapbooks, seraphbooks, reading books and notebook would seem to furnish adequate equipment for the United States. When then is the time when the notebook can lift? The answer would seem to be that textbooks are designed to spend at least some of the functions of other books.

Tryon, Rolla E., "The Development and Appraisal of Workbooks in the Social Sciences," School Review, Vol. XLVI, January 1936, pp. 148-152.

Wesley, Edgar, "Workbooks in the Social Studies," Historical Outlook, Vol. XLII, April, 1931, p. 123.

Rigg^{1/} who like the writer believes that there is something to gain from school besides obtaining excellency in space filling makes without stating in exact wordage, a strong point for a well organized Notebook when he says:

In our eagerness to be 'modern' and 'up-to-date', we should not lose sight of the part that schools are responsible for training boys and girls for a place in life, and to this end we should be mindful that we do not send them from school merely blank fillers.

The student who used the Notebook in this report could never be called a blank filler.

Miller^{2/} in her opposition to a workbook gives a criticism which the Notebook of this report corrects. She says:

It should be realized that creative writing, library reading, arts and crafts, dramatic - life and real-life experiences will have more educational value than even the best written and wisely used workbooks can provide.

It is the writer's contention that the Notebook, the basis of this study, will provide more effectively for individual differences than otherwise could be accomplished either by the use of a workbook or by the use of a single textbook.

Cronin^{3/} reporting a study made by Brumbaugh^{4/} further establishes

^{1/}Rigg, H., "Are We Making Blank Fillers Out of Students?" The School Executive, 51:329, March, 1932.

^{2/}Miller, Edith, "What About Workbooks?" American Childhood, 32:15, December, 1946.

^{3/}Cronin, Margaret G., "An Analysis of Workbooks in American History Junior High Level," unpublished Master's Thesis, Boston University, School of Education, Boston, Massachusetts, 1948.

^{4/}Brumbaugh, E. W., "A Comparative Study of the Recitation and the Supervised Study Method," unpublished Master's Thesis, Springfield, Ohio, Wittenberg College, 1935.

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Miller, M., "Are We Making Blank Fillers Out of Students?" The
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this conclusion in connection with a supervised study program. The notebook is constructed to allow for adequate supervised study; in fact the vast majority of the notebook will be conducted during the class period. Miss Cronin says:

. . .using two heterogeneous groups in two different classes in American history in two different schools, Brumbaugh taught the supervised study group using a commercially published workbook as a study guide. He taught the entire hour with no recitation. The students did most of their work at school and the assignments were weekly research papers and two current events papers.

His second group was taught in the traditional manner for two semesters. The period of forty-five minutes was used for recitations and discussion of subject matter. All the preparation was made outside the class with no aid from the teacher.

To test his results Brumbaugh used informal objective tests along with Columbia Research Bureau tests in American History to measure achievement and progress.

From his results Brumbaugh concluded that the supervised study method provided a better opportunity for adjustment to individual differences than the recitation method because each pupil worked according to his ability.

Mr. Brumbaugh recommended that a good study guide was preferable for supervised study. The writer believes that his Notebook serves as an adequate study guide and during its construction one of the goals was that it be used under supervision. In fact the greater part of the Notebook is done during the class period thus bringing into play at all times supervision. The writer does not attempt to infer that all aims and objectives can be achieved to their utmost through its use. Such a degree, of course, is impossible to reach. He does contend (at least this conclusion was borne out in his classes after another examination of the course was made at the end of the year the notebook was used) that more effective teaching and a greatly improved learning process on the part of the students can be achieved.

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Intelligent use of it by teachers is a prime requisite if it is to serve its fullest effectiveness, and the teacher should realize that it is but one aid in developing the learning and interest process in an American History course. It should be used as a springboard from which the class can enter into many and useful projects and discussions.

In the attempt to determine its effectiveness the same list of ten questions was asked after the notebook had been used for one year and at least in the writer's courses these questions could be answered a great deal better than before the notebook was used.

The writer has the following comments to make in connection with these questions after a re-examination was made.

Were individual differences provided for?

One of the prime reasons for the making of the notebook was to answer this question in a positive manner. A study of the various Units will soon show that the objective is not to complete each one in its entirety. To do so with an average class would mean that two or three Units would take up the entire year. The writer, as any teacher would do, fitted each unit to each of his classes. Within these classes were students with sufficient mental ability to complete large blocks of work from each chapter and in these same classes were students who, because of low mental abilities, found it difficult to complete but a very small part of each chapter.

In determining the amount of material to be mastered by each student a conference was held with each student. Before these conferences were held, however, the general Unit was discussed with the entire class when the Unit was passed out to the students. Some of the items from each

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chapter were discussed with the objective in mind of having the class grasp the idea as to why it was important and what could be gained by studying it.

Following this, sufficient time was given in order that each student could look over the unit with the idea in mind of selecting the material from each unit that he or she would like to complete. Then came the conference. The writer talked over the Unit with the student, made what suggestions he deemed necessary and then approved the final selections. In each case, insofar as possible the decision of what to include was left to the student. As a result they felt that they had made their own assignments and invariably selected more items than might have been assigned otherwise. Very seldom it was found that students selected more than what they could complete and master in a given time. They very often misjudged their abilities in the first Unit. Later conferences made certain that this early mistake was not repeated.

It can well be said here that such conferences met with notable success when selecting material from the chapters of Special Reports, Extra Credit and Book Reports.

Each conference showed a decreasing amount of time consumed as the year progressed. By the end of the first ten weeks the average teacher knows fairly accurately the quality and quantity of work each student can perform. The student has also found his level of achievement and as each new Unit is introduced can fairly accurately gauge the amount of work he or she is capable of completing.

The writer found in a few instances that the Notebook can serve another very important cause in the line of individual differences. Many students with better than average mental abilities have the tendency of

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starting slowly and then as they find themselves, seeing their work both in quality and quantity greatly improve. In such cases the first few Units will serve as guide posts to this improvement. The writer found that as these caliber of work improved the amount of material mastered increased. A greater part of the subsequent Units were completed. More difficult reports were mastered and invariably the students entered into more group work.

Was the work of such nature that stimulation could be gained by the student thus creating a liking for the subject and a desire to know more about American History through later reading and study at the student's leisure time?

This question was difficult to answer specifically. Many factors, impossible to measure with any degree of validity entered into the picture. Generally speaking, however, the notebook did help. All of us have a tendency to like better those things we select of our own free will rather than those which are given us with the ultimatum, "Do this". In the vast majority of cases the student selected his or her own block of work. It at least appeared from the attitude of the students that they were interested in the course. Class work was of a varied nature and consequently the students did not do the same thing long enough to get tired of it. The only check the writer had was the fact that a greater number of book reports were passed in than during the previous year. This is not very valid as many other factors could have entered into the situation but at least it was an indication.

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Did the students have an effective guide? Did the guide show each student specifically what was expected of him? Was the guide so

constructed that future work and assignments could be seen by the student? Was the guide something he could keep?

There should be little doubt regarding the effectiveness of the Notebook as a guide. Each student was presented with a complete Unit which was his to keep. The items are so arranged that they can be easily classified into definite divisions; in fact they are classified in such a manner when the student receives them. One of the main purposes of the Notebook is to answer these questions in a more satisfactory manner.

Did the guide provide for individual work, group work and work of a varied nature?

As in question four, the notebook has effectively answered this problem. Nearly every chapter in the Notebook is so constructed that individuality and variety of types of work are their key note. It makes little difference what chapter is selected to prove the point. In Chapter I for example there are no set answers that must be given for any of the names. The students, using the references that are available write down in a sentence or two the events in each person's life that to them seem important. During the class period the names are discussed and the students put together all of the various items that have been written down by each pupil. In this way a much wider and far more interesting picture could be gained than as if each student were seeking the information from the same textbook. The writer feels certain that as a result of this method the depth of knowledge that each student received about the men and women who helped build our country was far greater.

What has been said for Chapter I holds equally true for the chapters dealing with terms, inventions, social problems, Special Reports

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and Extra Credit work.

What facilities beside a textbook had they been taught to use?

As long as the writer can remember, the general criticism levied upon students by all teachers is that they are content to use only their textbook. Attempts to dislodge them from this procedure are almost futile. A tremendous amount of work on the part of the teacher will eliminate this to some degree but the time consumed is hardly worth the effort when one considers the fact that this time could be far better spent in the general development of the course.

The writer had the same criticism to make and he believes that the answer has been effectively found in the use of the Notebook.

When constructing the Notebook no one book at the Junior High School level and very few at the Senior High School level contained all of the items in the Notebook. As a result the students had to use a variety of sources to complete that part of the Unit each selected. In the attempt to answer this question the more effectively a single text book was dispensed with and in its place was substituted six different textbooks. There were six copies of each textbook and the grade level ranged from those of the middle grades to standard High School texts. The majority, however, were of the Junior High School level. The books were conveniently placed on a shelf in the class room. A student librarian was appointed whose duty was to check books out that were to be taken from the class room. During those periods in which the students worked on their notebooks in class, no attempt was made to check books in or out. No one student could keep the same book for a period longer than two days.

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classroom use. The local library also aided the writer in this project. A number of shelves were set aside on which were placed textbooks and historical fiction and non-fiction. Pamphlets, maps, pictures and other miscellaneous items were also included and these coupled with the regular reference and book report material.

The results are fairly obvious. Since no one book was sufficient the students soon learned to look in others. The number of sources used depended, of course, upon how much of the Unit was to be completed. The writer did see to it that even with those students of lower ability, at least two books had to be used.

A study of the chapters on depressions, special reports and extra credit work will show that a variety of sources were necessary for the completion of the Units.

At the beginning of the school year several periods were consumed in going over the various references including the textbooks. Instructions were given as to how to use them and assignments were made to make students familiar with them. Whenever possible the sources were classified as to their effectiveness in comparison to other available references. In addition to this the students were taken by the writer to the local library and instruction was given as to how to use it.

What organized material did the students possess as their own at the end of the school year with the view to continuing the study of American History at their leisure time and securing a foundation for Senior High School American History?

The fact that the Notebook was theirs to keep and that it was organized in such a manner that it could be effectively and quickly referred

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to is ample proof that the Notebook was suited to help the student. Certainly the material in each unit was not exhausted and if a student had the inclination he or she could continue the study of American History in a logical manner.

The writer having taught in both Junior and Senior High schools, as do all teachers who have had experience at the two levels, knows that students forget a vast amount of American History during the years when they are not taking the subject. The vast majority of schools offer the course in either the seventh or eighth grades and then do not offer it again until the eleventh grade. In that span of years much of the material that the students learned is forgotten and consequently a great deal of time must be given to the early part of our development at the Senior High level. In many cases more time is given than what can be afforded. As a result the student finds himself with a vast amount of material to learn in a very short period of time.

The writer believes that had the student constructed a Notebook such as the one that accompanies this report a great deal of time could be saved. This is not to say that a Junior High School Notebook is sufficient to pass a Senior High School American History Course. Such is not the case but the reader will admit that organized material about a specific period gives the student a far better start than as if he had nothing save a textbook and a very short period of time to span the history of our country from its discovery through its war for independence.

While the notebook as constructed by the average Junior High School student will not suffice for a Senior High course, the units of the notebook can very well be used in an American History High School course.

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This is especially true with a slow group. Individual teachers and pupils can adapt the units in a manner that will serve the latter to the greatest advantage.

Had the course helped to teach them to think about the problems of our country and of the world?

The attempt to find specific proof with which to answer this question was rather difficult. In the chapter dealing with Social Problems the lists were generally quite long and showed a variety of problems. In the chapter dealing with Special Reports and particularly the chapter for Extra Credit the writer saw many instances of real thinking. The greatest proof, however, came in class discussions. The students were thinking. The Notebook helped to organize the channels where thoughts could flow and the writer believes such thinking was achieved to a greater extent than as if the notebook were not used.

What if anything had been done to aid the student in applying past history to present day problems?

The Notebook aided in the correct answer of this question in many of its sections but particularly so in the chapters dealing with Social Problems and Depressions and their causes. Using the Notebook material in these chapters many a discussion was held during class period regarding the selection of past history that could be applied to present day problems. In many cases past history was used in the attempt to project present day problems into the future in the attempt to predict their possible outcomes.

Had the course helped the students to organize material, recognize source material from retold facts, form opinions of past and present problems, understand the qualities of good and bad leadership, recognize

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the important role of "himself" as a contributor to history and make comparisons of one period with another?

The first three questions have previously been answered. The Notebook itself required organization. As a result of using many references the students, before the year was over, were separating the best sources from those which were not as good and in many instances the brighter pupils were using primary and secondary sources. The third question found a better answer especially in the chapter dealing with Social problems. The first chapter in the Notebook, "Who's Who Among the Builders of America", attempted to deal with the qualities of leadership. Many of these men and women were discussed with the principle purpose of determining the qualities that either made them great or inconsequential. Present day leaders were compared with those of the past. Simple problems were used to accentuate those qualities and all such work was duly set down in appropriate places in their Notebook.

The qualities of leadership were determined in many of the other chapters in the Notebook. Those chapters dealing with Treaties, Events, Words and Phrases Worth Remembering, Presidents in Review, My list of twenty-five Inventions that have helped America's Progress but to mention a few. All helped in the bringing out of leadership qualities.

The question pertaining to the recognition of the student, himself, as a contributor to history is difficult to answer but it can be said with surety that the Notebook did not hinder the student from doing the above. The degree of success, however, that can be attained along this line depends to a great extent on the teacher's ability to bring certain pertinent facts into play so that the student can see the

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Another very important role that the Notebook played was that of comparing one period with another, one depression with another, one war with another, one social problem with another and one individual with another. The Units of the Notebook do not follow a chronological outline but rather devote themselves to special periods of American History. Some of the Units cover but a few years while others concern themselves with the entire span of our History. Consequently a great deal of overlapping is found. This overlapping is not merely a repetition of facts learned earlier but rather an attack of some problem already discussed from a different angle. The students were given the opportunity to recheck items already discussed and to these items add new ones that would make them more meaningful and usable.

Has one of the objectives been citizenship training?

The writer has saved the first question until the last. He

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The nine units of which five are introduced in this paper in this notebook represent but one means of dividing American History into its suggested parts. To the writer they seem logical but he is cognizant of the fact that other divisions could be equally logical. The units selected were used in the classroom and the success obtained was to a degree to warrant their reuse.

In teaching American History at the Junior High School level the suggestions of the Committee on American History for Schools and Colleges were followed as closely as was possible by the writers. Consequently more stress was placed on certain facts than on others and within the facts more stress was placed on certain periods than on others.

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CHAPTER II

PREFACE FOR TEACHERS

Most teachers of American History will readily agree that there is no one best method for teaching the subject. The method used by any teacher will depend upon the individuals within a class and to a great extent, the teacher himself. One teacher may use a particular method with success whereas the same method, used by another instructor will meet with utter failure.

What has been said in the above paragraph is equally true when using aids in teaching the course or in breaking it down into various units to facilitate comprehension and better mastery of the subject on the part of the student.

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Reconstruction Period following the Civil War consumed the major part of the year.

The Units were not constructed with the end in view of making lighter the tasks of the teacher. These units cannot be handed to the students with the explanation "Go ahead". Great care should be made in selecting the material to be used by each pupil and this can only be accomplished by the classroom teacher and student.

This is especially true with the work in Chapters I and II. Such lists can be demoralizing unless care is taken in explaining them. It should be thoroughly understood by both the teacher and the student that no student is expected to know all the names and phrases in Chapters I and II of each unit. Rather, they should be mastered in relation to the abilities not of the class but of the individual student.

The lists are not as formidable as they would first appear. Many students will recognize many of the names and many of the phrases found in the two chapters even before they begin a study of the unit. Those in the majority of cases can be passed over by the student who then will spend his time on his list, compiled by the teacher and the student after a discussion about the unit has been held between the two.

The lists are long, and the writer believes quite complete, in order that students interested in a particular aspect of the unit can follow intelligently that interest.

Instructions pertaining to the organization of the Notebook have been held to a minimum for two reasons. In the first place detailed instructions would involve many written pages and since each pupil is to receive a copy of the instructions, the fewer instructions given in

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CHAPTER III

TO THE STUDENTS

This notebook, if you will let it, can serve you in a number of ways. It will be your notebook to develop and to keep. You will find it a gateway to many different and varied fields.

It will be only as good as you make it for you and you alone will work on it. If you consider it a task to get through with as quickly as possible the result will hardly be worth the making. However, if you approach it with the thought that within its pages will be found the story of the greatest country on earth as well as the men and women who made it great, you will find that the notebook will grow in interest and value.

Many of you will restudy American History in Senior High School and the work you do here can be of great value to you at that time. If it is to be of value to you it will be necessary to follow a few simple rules which are to be found in the sentences that follow. Other directions will be given to you when they are needed.

To use this notebook in later years it will be necessary that you make it so that different items can be found quickly. A good way is to construct a Table of Contents. Be sure that none of the names, events, maps, charts, treaties and so on that appear in the notebook are left out of the Table of Contents.

Very seldom should you write more than two sentences about any of the people in Chapter I or the terms in Chapter II. You want to remember what you write about each item and were you to write a lot about

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Many of you will naturally question history in Junior High School and the work you do here can be of great value to you at that time. It is to be of value to you it will be necessary to follow a few simple rules which are to be found in the sentences that follow. Other directions will be given to you when they are needed.

To use this notebook in later years it will be necessary that you make it so that different ideas can be found quickly. A good way to do this is to make a table of contents. As you find some of the main events, topics, or ideas, list them in the notebook and list them out of the table of contents.

Very seldom should you write more than two sentences about any of the people in Chapter I or the facts in Chapter II. You want to remember what you write about each idea and want you to write a lot about

each one you would soon find that very little about any of them could be remembered. Your main goal should be to pick out the most important things about each item. Should you desire to write more about some of the topics you will find that it is possible. Chapter 10 of your notebook is reserved especially for such work.

In all of your work neatness should be one of your main aims. Shoddy work will mean little to you later as you will find it difficult to recheck forgotten items and the chances are that if you were careless in developing your notebook you would be equally careless about doing it correctly.

Do not start any Unit until you have looked it all over. Pick out the items that interest you and then talk the Unit over with your teacher to determine whether you are doing too much or too little. Your goal should be, however, to do as much of each Unit as you possibly can.

Remember, "something worth doing is worth doing well."

NOTEBOOK UNITS

1. Exploration and Colonization 1492 - 1763
2. Revolution and a New Start 1763 - 1800
3. Making the Federal Government Supreme 1798 - 1877
4. Early Expansion and Conquest 1787 - 1853
5. Industrial and Agricultural Expansion 1776 - 1948
6. Social Progress 1642 - 1948
 - A. Education
 - B. Architecture
 - C. Literature
 - D. Growth of American Ideals
 - E. The major social problems facing America
7. Political Progress 1619 - 1948
8. The Growing Pains of World Leadership 1867 - 1939
9. A Leader among Nations 1939 - 1948

NOTEBOOK UNIT 2

1. Exploration and Colonization 1492 - 1763
2. Revolution and a New Start 1763 - 1800
3. Making the Federal Government Supreme 1789 - 1827
4. Early Expansion and Compromise 1827 - 1853
5. Industrial and Agricultural Expansion 1853 - 1898
6. Social Progress 1898 - 1945
 - A. Education
 - B. Architecture
 - C. Literature
 - D. Growth of American Ideas
 - E. The major social problems facing America
7. Political Progress 1898 - 1945
8. The Growing Pains of World Leadership 1898 - 1945
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NOTEBOOK CHAPTERS

1. Who's Who Among the Builders of America
2. Events, Words, and Phrases Worth Remembering
3. America's Progress through Treaties
4. Pictorial America (Seeing America through Maps and Charts)
5. Presidents in Review
6. Depressions and their Causes
7. My List of Twenty-five Inventions that have helped America's Progress
8. My List of our Main Social Problems and My Idea as to their Solution
 - A. In the past and solved
 - B. In the past and still unsolved
 - C. Recent problems caused by recent events
9. Special Reports
10. Optional Activities
11. Book Reports

Signatures

Alfred

Robert's Rebellion

"Blue Laws"

Revolution

Trapper

Center of Gravity

Circumnavigation

Office of Gold

Corporate Colony

Fountain of Youth

French and Indian War

French Engineers

Madmen at Orders

Glorious Revolution

Grand Model

House of Burgesses

Isaac

Industrious Servant

Intercolonial Wars

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UNIT 1

EXPLORATION AND COLONIZATION 1492 - 1763

CHAPTER 1 WHO'S WHO AMONG THE BUILDERS OF AMERICA

| | |
|------------------------|------------------------------|
| Andros, Sir Edmund | Hudson, Henry |
| Bacon, Nathaniel | Hutchinson, Anne |
| Balbo, Vasco | Joliet, Louis |
| Baltimore, Lord | LaSalle, Rene |
| Berkeley, Governor | Leisler, Jacob |
| Braddock, General | Locke, John |
| Bradford, William | Magellan, Ferdinand |
| Cabot, John | Marquette, Father |
| Cabot, Sebastian | Minuit, Peter |
| Cabral, Pedro | Montcalm, Louis |
| Cabrillo, Juan | Newport, Captain Christopher |
| Cartier, Jacques | Oglethorpe, James |
| Charles II | Penn, William |
| Columbus, Christopher | Philip, King |
| Cortez, Hernando | Pitt, William |
| Da Gama, Vasco | Pizarro, Francisco |
| Dale, Sir Thomas | Pocahontas |
| De Champlain, Samuel | Portugal, Prince Henry of |
| De Coronado, Francisco | Raleigh, Sir Walter |
| De la Warr, Lord | Rolfe, John |
| De Leon, Ponce | Smith, Captain John |
| De Soto, Hernando | Standish, Miles |
| Diaz, Bartholomew | Stuyvesant, Peter |
| Dinwiddie, Governor | Vespucius, Americus |
| Drake, Sir Francis | Washington, George |
| Elizabeth, Queen | William and Mary |
| Franklin, Benjamin | Williams, Roger |
| Frontenac, Louis | Winthrop, John |
| Gilbert, Sir Humphrey | Wolfe, James |
| Hooker, Thomas | |

CHAPTER 2 EVENTS, WORDS AND PHRASES WORTH REMEMBERING

| | |
|----------------------|-----------------------|
| Algonquins | Fountain of Youth |
| Aztecs | French and Indian War |
| Bacon's Rebellion | French Huguenots |
| "Blue Laws" | Fundamental Orders |
| Caviliers | Glorious Revolution |
| Charter | Grand Model |
| Charter of Liberties | House of Burgesses |
| Circumnavigation | Incas |
| Cities of Gold | Indentured Servant |
| Corporate Colony | Intercolonial Wars |

| | |
|---------------------------|--------------------------------|
| Iroquis | Proprietary Colony |
| King George's War | Puritan |
| King Philip's War | Queen Anne's War |
| King William's War | Renaissance |
| Land Grant | Royal Colony |
| Line of Demarcation | Separatist |
| London Company | Seven Years' War |
| Lost Colony | Spanish Armada |
| Louisburg | Toleration Act |
| Mayflower Compact | Town Meeting |
| New England Confederation | Treaty of Paris |
| Parliament | Treaty of Utrecht |
| Patroon | University of Mexico |
| Pequot War | War of the Austrian Succession |
| Pilgrim | War of the League of Augsburg |
| Plantation | War of the Spanish Succession |
| Plymouth Company | Witchcraft |
| Proprietor | |

CHAPTER 3 AMERICA'S PROGRESS THROUGH TREATIES

List the principal causes for the French and Indian War and give the principal results of the Treaty of Paris (1763) which brought the war to an end.

CHAPTER 4 AMERICA'S PROGRESS SHOWN THROUGH MAPS AND CHARTS

I Part A Maps

1. THE WHOLE WORLD UNFOLDS

- a) Voyages and dates of Columbus, Magellan, Diaz, de Gama, and Drake
- b) Demarcation Line
- c) Atlantic Ocean, Pacific Ocean, Gulf of Mexico, South America, Central America, San Salvadore, Spain, Portugal, Africa, India, Philippine Islands, Ceylon.

2. SPAIN AND PORTUGAL IN THE NEW WORLD

- a) Voyages or routes of Cabral, Coronado, Cabrillo, de Soto, Ponce de Leon, Cortez, Balboa, Pizarro
- b) Shade in areas controlled by Spain and Portugal in the New World
- c) Locate: Mississippi River, Rio Grande River, Mexico City, Vera Cruz, St. Augustine, Gulf of Mexico, Cuba, Porto Rico, Jamaica, Haiti (Hispaniola), Isthmus of Panama, Peru, Colorado River, San Antonio, San Diego, Santa Fe, Mexico.

3. FRANCE IN THE NEW WORLD

- a) Routes of Cartier, Champlain, Marquette and Joliet and La Salle

- b) Shade in areas controlled by France.
- c) Locate: Lake Champlain, St. Lawrence River, Ohio River, Mississippi River, the Great Lakes, Quebec, Montreal, New Orleans, Hudson Bay, and James Bay.

4. ENGLAND IN THE NEW WORLD

- a) Voyages of Cabot and Drake.
- b) Show land controlled by thirteen colonies and give date of each settlement.
- c) Locate: Appalachian Mountains, boundary lines of French and Spanish territory, Boston, Plymouth, Providence, Hartford, New Amsterdam, Philadelphia, Jamestown, Charlestown, Albany, Baltimore, and Savannah.
- d) Show: division of New England, Middle and Southern colonies, Mason and Dixon Line, areas controlled by London and Plymouth Companies, which colonies were Royal, Corporate and Proprietary, and in which of the three divisions one would have found the iron industry, fishing, furs, naval stores, small farms, plantations, cotton, tobacco, town meetings, and rice.

5. EUROPEAN COLONIZATION

- a) Show the territorial claims of Portugal, Spain, England and France at the beginning of the eighteenth century.

6. THE INTERCOLONIAL WARS

- a) Locate: Appalachian Mountains, Mississippi, Ohio, and St. Lawrence Rivers, the Great Lakes, Fort Niagara, Fort Necessity, Fort Duquesne, Fort Frontenac, Detroit, Deerfield, Haverhill, Fort Le Boeuf and Fort Venango. Show which were English and which were French forts.

7. THE LAND CHANGES HANDS

- a) Show the change of territory as a result of the French and Indian War.

II Part B Charts

1. FAMOUS EXPLORERS AND COLONIZERS

- a) Construct a chart in which you list the more important men during this period. Use the following topics and complete your chart: 1. Explored, 2. Colonized, 3. Home Country, 4. Year, 5. Importance to the development of the Americas.

2. INDIAN TRIBES

- a) List all of the important Indian tribes in North and South

- d) Shade in areas controlled by France.
- e) Locate: Lake Champlain, St. Lawrence River, Ohio River, Mississippi River, the Great Lakes, Quebec, Montreal, New Orleans, Hudson Bay, and James Bay.

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2. INDIAN TRIBES

- a) List all of the important Indian tribes in North and South

America. Tell from what section they came and their influence in the history of the Americas.

3. THE THIRTEEN COLONIES

- a) Make a list of the thirteen original colonies. Use the following topics and complete your chart. 1. Country first settled by, 2. Date of first settlement and when England claimed the colony if the dates are different, 3. Important people that made the settlement, 4. Type of Government, 5. Contributions to Democracy, 6. Reason for settlement, 7. Chief Products or methods of earning a living.

4. THE FRENCH AND INDIAN WAR

- a) List the reasons why England and France went to war. Do this in separate columns. List the advantages and disadvantages that each country had at the beginning of the war.

5. THE WARS OF AMERICA AND EUROPE

- a) Make a list of the various intercolonial wars and compare them with the wars that were going on in Europe at the same time. Give the names given to those in Europe. Make a list of the various countries involved in these European wars and state how they affected affairs in America.

CHAPTER 5 PRESIDENTS IN REVIEW

Does not apply in this Unit.

CHAPTER 6 DEPRESSIONS AND THEIR CAUSES

Does not apply in this Unit.

CHAPTER 7 MY LIST OF TWENTY-FIVE INVENTIONS THAT HAVE HELPED AMERICA'S PROGRESS

Inventions in America in all probability started the minute the first settlers set foot on land. Consequently we cannot ignore the inventions that were brought forth during our early history. As you complete this unit jot down all the inventions that you think were very important to the progress of our early settlers. Your objective here is not to include all of them but rather the most important of them.

The list you keep should be added to and revised as you complete the other unit of your notebook. Your aim should be to select the twenty-five which in your estimation are the most important.

CHAPTER 8 MY LIST OF OUR MAIN SOCIAL PROBLEMS AND MY IDEAS AS TO THEIR SOLUTION

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CHAPTER 8 MY LIST OF OUR MAIN SOCIAL PROBLEMS AND MY IDEAS AS TO THEIR SOLUTION

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The colonists had to answer this question soon after their arrival. But that was not the only problem they faced. The position of religion, the amount and cost of education, the suffrage qualifications and many many others were problems that needed solution.

As you work on this unit, make a list of the more important social problems faced by our early settlers. If a satisfactory solution were found tell what it was; if it were not found give your idea as to the best solution.

CHAPTER 9 SPECIAL REPORTS

1. Write an essay on as many men as you wish in Chapter 1. Attempt to write on men who have made definite contributions to America's progress. Be sure to bring out these contributions.
2. Contrast some of the men in Chapter 1. Determine which of the men you are writing about made the greatest contributions not only to this period but to American History and give your reasons why.

CHAPTER 10 OPTIONAL ACTIVITIES

1. "The Santa Maria and an Ocean Liner." The Santa Maria, Columbus' flagship, was about 60 feet long, 25 feet wide and 15 feet deep; it had three masts and carried plenty of sail. It took 70 days to cross the Atlantic. In how many days does a modern liner make the crossing?

Arrange drawings or paper cutouts on a chart to illustrate how the boat used by Columbus compares with a modern ocean liner. Show by an illustrated graph how the time required for a transatlantic voyage has been shortened since 1492.

2. Make a picture strip with one picture to illustrate each of the following: a. The main desire of the Spanish noble was to obtain treasure. b. The principal desire of the Spanish priest was to make the Indians, Christians, and to teach them the ways of the white man. c. Only a few Spaniards brought their wives from Spain, but many of them married Indians. d. Most Spanish colonists had no part in the government.
3. Read aloud from Longfellow's "Evangeline" a description of a Jesuit service for the Indians.

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CHAPTER 10 OPTIONAL ACTIVITIES

1. "The Santa Maria and an Ocean Liner." The Santa Maria, Columbus' flagship, was about 60 feet long, 25 feet wide and 15 feet deep; it had three masts and carried plenty of sail. It took 70 days to cross the Atlantic. In how many days does a modern liner make the crossing?
- Arrange drawings or paper cutouts on a chart to illustrate how the boat used by Columbus compares with a modern ocean liner. Show by an illustrated graph how the time required for a transatlantic voyage has been shortened since 1492.
2. Make a picture strip with one picture to illustrate each of the following: a. The main desire of the Spanish noble was to obtain treasure. b. The principal desire of the Spanish priest was to win the Indians, Christians, and to teach them the ways of the white man. c. Only a few Spaniards brought their wives from Spain, but many of them married Indians. d. Most Spanish colonists had no part in the government.
3. Read aloud from Longfellow's "Evangeline" a description of a Jesuit service for the Indians.

4. If you were an artist, what would you include in each of a series of pictures to be used as illustrations in a book entitled "Life in New France"? Suppose it contains chapters entitled "The Explorer," "The Jesuit Missionary," "The Landowner," and "The French Farmer." What would you paint in the foreground and in the background of each picture? Try to paint or draw such pictures as you have planned, and write a descriptive statement under each picture.
5. Make an illustrated map to show the flow of people from England to their places of settlement in America in the seventeenth and eighteenth centuries. Indicate whether the streams of immigration were due to living conditions at home, or to political, religious, or commercial reasons. Show whether the people were controlled by companies or by proprietors, or were in control of their own affairs.
6. Start work on a scrapbook entitled "The Ideal of Democracy." In it collect articles referring to democracy. These articles may be clipped from newspapers and magazines or copied from books. Include some of the statements presented in the books you have read for this unit.
7. Imagine yourself a Pilgrim who lived in London, then moved to Holland and later came to America on the Mayflower and settled at Plymouth. Write several entries such as might have appeared in your diary. Date the selections and name the diary. Indicate in your records some of the changes which took place with the passing of time.
8. Make models of early colonial homes. Make models of colonial furniture and tools.
9. Design a map to show the most important facts about the trade of colonial America. Chart the routes and show the location of the important seaports. In what interesting way can you indicate exports? Can you emphasize the fact that fish was a basic commodity in the commerce of New England?
10. Prepare a collection of letters such as might have been received by an English grandmother or grandfather from the children of his or her two sons who had settled in America, one in New England and the other in South Carolina.
11. Make a cartoon or cartoons that will illustrate one or more conditions in Europe which led the people to leave their homes and sail across almost uncharted seas to new homes in North, Central or South America. Give your cartoon a title and make it funny if you wish.
12. The entire class can work on a "Colonial Hall of Fame." The work can be placed in a class notebook and it should consist of brief biographical sketches and as many illustrations as you desire. Chapter I of your notebook will supply an ample number of names.

4. If you were an artist, what would you include in each of a series of pictures to be used as illustrations in a book entitled "Life in New France"? Suppose it contains chapters entitled "The Explorer," "The Jesuit Missionary," "The Landowner," and "The French Farmer." What would you paint in the foreground and in the background of each picture? Try to paint or draw such pictures as you have planned, and write a descriptive statement under each picture.
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7. Imagine yourself a Pilgrim who lived in London, then moved to Holland and later came to America on the Mayflower and settled at Plymouth. Write several entries such as might have appeared in your diary. Note the seasons and name the day. Indicate in your records some of the changes which took place with the passing of time.
8. Make models of early colonial houses. Make models of colonial furniture and tools.
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12. The entire class can work on a "Colonial Hall of Fame." The work can be placed in a class notebook and it should consist of brief biographical sketches and as many illustrations as you desire. Chapter I of your notebook will supply an ample number of names.

13. This is a project that three or more can work on. Select a group which will work on a "Time Line Graph." It can be placed on the blackboard and by constructing the graph as if it were a road which curves back as it gets to the end of the board you will be able to make it long enough to cover the period from 1492 to the present day or from the first date to any date the committee selects. On the graph should be placed all of the outstanding events and the dates which they occurred. Outstanding dates can be underlined in red. If the committee wishes they can select some student to illustrate some of the more important events.
14. Imagine that you are an old Indian chief living somewhere in America during the colonial or pre-colonial period. One of your tribe has asked you to tell him and the rest of the men in the tribe about the white man. You are a very old chief and as a result have seen many things and have heard many stories about the white man all over the New World. What stories would you tell the men of your tribe? One of the things you should tell them is what the coming of the white man has meant to the Indians.
15. Those of you who like to write plays and stories may find interest in this project. Write a three act play which can be presented to the class. There are many subjects that you could use and one good one might be the Dutch in the New World. In the first act tell how New Sweden was ousted from the New World mainly at the hands of the Dutch. In the second act tell what life was like under Peter Stuyvesant in New Amsterdam and in the third act tell how the English took over the Dutch settlement and how life was different under the English.
16. If you work on the school paper or are interested in journalism you will like to do this project. Write a series of newspaper headlines such as appear in a modern newspaper about important incidents and decisive battles in the wars for the control of America. They should include the countries of Spain, Sweden, Holland, France and England.
17. If you like to draw make a series of pictures in which you show the various types of weapons used in colonial warfare between 1700 and 1763. Textbooks and encyclopedias will give you descriptions of the weapons. Each picture should be mounted separately and the name of the weapon written below the picture. If you wish you can get someone to help you and together you can draw pictures illustrating modern weapons. Such pictures will give you very good contrast and it will also tell you why warfare today is so much more dangerous than it was in colonial days.
18. We all like to listen to the radio and some of us would like to write stories for it or be a news comentator. Read all you can about the trial of John Peter Zenger in 1734 and prepare a radio dramatization of the trial to be presented before the class or tell the story of the trial as a modern news comentator would tell it.

13. This is a project that three or more can work on. Select a group which will work on a "Time Line Graph". It can be placed on the blackboard and by connecting the graph as it were a road which curves back as it goes to the end of the board you will be able to make it long enough to cover the period from 1482 to the present day or from the first date to any date the committee selects. On the graph should be placed all of the outstanding events and the dates which they occurred. Outstanding dates can be underlined in red. If the committee wishes they can select some students to illustrate some of the more important events.

14. Imagine that you are an old Indian chief living somewhere in America during the colonial or pre-colonial period. One of your tribes has asked you to tell him and the rest of the men in the tribe about the white man. You are a very old chief and as a result have seen many things and have heard many stories about the white man all over the New World. What stories would you tell the men of your tribe? One of the things you should tell them is what the coming of the white man has meant to the Indians.

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18. We all like to listen to the radio and some of us would like to write stories for it or be a news commentator. Read all you can about the trial of John Peter Zenger in 1734 and prepare a radio dramatization of the trial to be presented before the class or tell the story of the trial as a modern news commentator would tell it.

19. Here is another class project. Prepare an issue of a newspaper as it might have looked in the period which you choose to have it represent. Some date in 1763, or during the period of the Revolution.
20. Take one of the following topics and give an oral report or write the story of - 1. What the crusades accomplished. 2. Marco Polo and his journies. 3. Coronado's goal - the Seven Lost Cities. 4. Montezuma, an Aztec emperor. 5. The superliner, the Mayflower. 6. The mystery of Roanoke. 7. A New England Home. 8. Spanish missions. There are many many more topics and if you wish select one of your own.
21. Draw a cartoon on the following subject: "The World in 1450 - It's size and shape."
22. If you were Marco Polo and had just returned from India to your native town of Venice what would you tell your neighbors about this far off land?
23. Study a map of the Atlantic coastal region. Notice the rivers, harbors, mountains and plains. Answer the following questions: 1. Why did New England become a manufacturing region? 2. Why did the Southern colonies take up agriculture? 3. What rivers became most important? 4. Why have cities such as New York and Philadelphia grown so large? Find other cities and give reasons for their growth.
24. Bring to class pictures illustrating the costumes worn by the people during the exploration and colonization period?
25. Make a report on the part that music played in colonial life. Include the titles of some well-known Puritan hymns, ballads, and popular songs of the seventeenth-century England. If you can, sing them or have the class learn the tunes and sing them.
26. Describe or dramatize a schoolroom lesson in a New England town in 1700.
27. In two parallel columns compare your life for a day with that of an Indian boy or girl or a Pilgrim boy or girl. If you can illustrate the differences.
28. Dramatize the adventures of a Huguenot family who escaped to New France, were arrested, and finally reached one of the English colonies.

Many other interesting projects can be done and they are very easy to find. Look at the end of each chapter or each unit in the various books that you are using and you may find projects even more interesting than the ones listed above.

22. The first of the following points is a general statement of the purpose of the investigation, and the second is a statement of the scope of the investigation.

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CHAPTER 11 MY JOURNEY IN BOOKS

Most of us like to read books and the more exciting they are the better we like them. It is also true that when we hear of something good we like to tell others about it and here is a chance to do that very thing. Let us take a journey into the past of America's story by reading one of the following books. After the books have been read we can have a series of discussion meeting where the books can be discussed and compared. If you would rather write the story of your book secure a book report form from your teacher and answer the questions on the form. There are many many books about this period that have not been included in the list below. If you should desire to read a book not on the list you may do so but be sure you let your teacher know the title of the book before you read it.

THE VOYAGE OF JACQUES CARTIER by Esther Averill

The story of the discovery of the St. Lawrence and of the Indian chief who was taken to France.

HOMES IN THE WILDERNESS by William Bradford

The diary of William Bradford, telling of the beginnings of Plymouth.

SWORD OF THE WILDERNESS by Elizabeth Coatsworth

The story of Seth Hubbard who was captured by the Indians and had to spend the winter of 1689 with them.

LOG OF CHRISTOPHER COLUMBUS by Christopher Columbus

The explorer's own account of his first voyage.

CORTEZ AND THE CONQUEST OF MEXICO BY THE SPANIARDS IN 1521 by Bernal del Castillo Diaz

This is a story of a soldier who was with Cortez in Mexico.

BLITHE McBRIDE by Beulah M. Dix

The exciting adventure of an indentured servant girl who came to the New World.

SOLDIER RIGDAL by Beulah M. Dix

The story of a man who sailed on the Mayflower, became friends with Miles Standish and was with him on his many adventures.

THEY PUT OUT TO SEA by Roger Duvoisin

This book contains the stories of our early adventures and traders before the time of Magellan.

CHAPTER II MY JOURNEY IN BOOKS

Most of us like to read books and the more exciting they are the better we like them. It is also true that when we hear of something good we like to tell others about it and have a chance to do that very thing. Let us take a journey into the past of America's story by reading one of the following books. After the books have been read we can have a series of discussion meeting where the books can be discussed and compared. If you would rather write the story of your book become a book report form like your teacher and answer the questions on the form. There are many books about this period that have not been included in the list below. If you should desire to read a book not on the list you may do so but be sure you let your teacher know the title of the book before you read it.

THE VOYAGE OF JACQUES CARTIER BY KATHAR AVALILL

The story of the discovery of the St. Lawrence and of the Indian chief who was taken to France.

HOME IN THE WILDERNESS BY WILLIAM BRADFORD

The diary of William Bradford, telling of the beginnings of Plymouth.

SAVED OF THE WILDERNESS BY ELIZABETH COLEMAN

The story of Seth Hubbard who was captured by the Indians and had to spend the winter of 1699 with them.

LOG OF CHRISTOPHER COLUMBUS BY CHRISTOPHER COLUMBUS

The explorer's own account of his first voyage.

CORTES AND THE CONQUEST OF MEXICO BY THE SPANISH IN 1521 BY BERNAL DEL CASTILLO MEX

This is a story of a soldier who was with Cortes in Mexico.

RAVINE MONKIE BY BENJAMIN M. DIX

The exciting adventure of an indentured servant girl who came to the New World.

SCANDINAVIAN BY BENJAMIN M. DIX

The story of a man who sailed on the Mayflower, became friends with Miles Standish and was with him on his many adventures.

THEY PUT OUT TO SEA BY ROGER DEVLIN

This book contains the stories of our early adventures and traders before the time of Magellan.

DOWN RYTON WATER by E. R. Gaggin

The story of a boy and his Pilgrim companions who seek freedom in Holland and later in the frontier of America.

HOME LIFE IN COLONIAL DAYS by Alice M. Earle

This book tells in an interesting manner how the colonists lived, what they wore, the games they played and about their schooling.

SCARLET FRINGE by H. C. Fernald

The story of an Incas Boy who tried to help his people about the time of Cortez.

CALICO BUSH by Rachel L. Field

The story of little Marguerite Ledoux, a French orphan, who came to New France as an indentured servant.

COURAGEOUS COMPANIONS by Charles J. Finger

This book tells the story of an English boy who sailed with Magellan.

THE STORY OF THE OTHER AMERICA by R. C. Gill and Helen Hoke

The story of Latin America in the early days.

PENN by Elizabeth G. Gray

A biography about the founder of Pennsylvania.

MEGGY MACINTOSH by E. J. Gray

The story of a fifteen year old girl who joined her chum Flora MacDonald in the Scotch settlement in the Carolinas.

ERIC THE RED by Lida S. Hanson

The story of the Viking explorations in the new world.

MEDIEVAL DAYS AND WAYS by Gertrude Hartman

This book tells the life of the average Englishman during the Middle Ages and will do much to tell you why the Englishmen came to America.

THESE UNITED STATES AND HOW THEY CAME TO BE by Gertrude Hartman

If you read the early chapters you will learn more about the early Americas.

DOWN RIVER WATER by E. R. Gagnier

The story of a boy and his Pilgrim companions who seek freedom in Holland and later in the frontier of America.

HOME LIFE IN COLONIAL DAYS by Alice M. Harris

This book tells in an interesting manner how the colonists lived, what they wore, the games they played and about their schooling.

BOARHART PRINCE by R. C. Petreals

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CALLIO BORN by Rachel L. Field

The story of little Marguerite Laboux, a French orphan, who came to New France as an indentured servant.

COURAGEOUS COMPANIONS by Charles J. Fingar

This book tells the story of an English boy who sailed with Magellan.

THE STORY OF THE OTHER AMERICA by R. C. Gill and Helen Hope

The story of Indian America in the early days.

FRANK by Elizabeth C. Gray

A biography about the founder of Pennsylvania.

THE NEW JACINTOSH by E. J. Gray

The story of a fifteen year old girl who joined her cousin Flora MacGowan in the Scotch settlement in the Carolinas.

ERIC THE RED by Linda E. Hanson

The story of the Viking explorations in the new world.

WINTERWALL DAYS AND NITE by Gertrude Hartman

This book tells the life of the average Englishman during the Middle Ages and will do much to tell you why the Englishman came to America.

THESE UNITED STATES AND HOW THEY CAME TO BE by Gertrude Hartman

If you read the early chapters you will learn more about the early Americans.

SPICE ^{AND} IN THE DEVIL'S CAVE by Agnes D. Hewes

The story of Vasco da Gama and of his search for a route to the Spice Islands.

SPICE HO! by A. P. Hewes

An adventure story about men and countries who fought to control the spices of the East.

COLUMBUS SAILS by C. W. Hodges

A story about the discovery of America.

WITH HEARTS COURAGEOUS by Edna Kenton

The biography of French missionaries among the Indians.

DAYS OF THE COLONISTS by Louise Lamprey

A series of 27 stories about colonial life from Jamestown to the Declaration of Independence.

INDIAN CAPTIVE: THE STORY OF MARY JAMISON by Lois Lenski

The story of a white woman who spent her life with the Iroquois Indians.

TUPAH OF THE INCAS by Philip Means

This book tells an interesting story about the Indians of Peru before the coming of the Spaniards.

UNROLLING THE MAP by Leonard Outhwaite

This book will tell you about the feats and adventures of the great explorers.

BOOK OF INDIAN CRAFT AND LORE by Julian H. Solomon

TRAVELERS CANDLE by E. M. Updegraff

The story of young Patrick who escaped from kidnappers and who later helped his rescuers.

THOSE WHO DARED by C. H. Willis and L. S. Saunders

Short interesting stories of the lives and adventures of early leaders in discovery, exploration and settlement.

SPICE IN THE DEVIL'S CAVE by Agnes D. Hewes

The story of Vasco da Gama and of his search for a route to the Spice Islands.

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An adventure story about men and countries who fought to control the spices of the East.

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A story about the discovery of America.

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DAYS OF THE DISCOVERIES by Louis Jarry

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The story of a white woman who spent her life with the Iroquois Indians.

TRUTH OF THE INCAS by Philip Means

This book tells an interesting story about the Indians of Peru before the coming of the Spaniards.

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The story of young Patrick who escaped from kidnappers and who later helped his rescuers.

THOSE TWO DARNED by C. H. Willis and L. S. Saunders

Short interesting stories of the lives and adventures of early Indians in discovery, exploration and settlement.

UNIT 2

REVOLUTION AND A NEW START 1763 - 1800

CHAPTER 1 WHO'S WHO AMONG THE BUILDERS OF AMERICA

| | |
|--------------------------|----------------------|
| Adams, John | Lee, Richard Henry |
| Adams, Samuel | Louis XVI |
| Allen, Ethan | Marat |
| Andres, Major | Marion, Francis |
| Antoinette, Marie | Marshall, John |
| Arnold, Benedict | Mirabeau |
| Barry, Captain John | Monroe, James |
| Bonaparte, Napoleon | Montgomery, Richard |
| Boone, Daniel | Morgan, Daniel |
| Burke, Edmund | Morris, Gouverneur |
| Burgoyne, John | Morris, Robert |
| Burr, Aaron | North, Frederick |
| Clark, George Rogers | North, Lord |
| Clinton, Henry | Oswall, Richard |
| Cornwallis, Lord | Otis, James |
| Danton | Paine, Thomas |
| Dawes, William | Paterson, William |
| DeGrasse | Penn, Richard |
| DeKalb | Pinckney, C. C. |
| Fox, Charles | Pinckney, Thomas |
| Franklin, Benjamin | Pitt, William |
| Gage, General | Pulaski |
| Gates, Horatio | Randolph, Edmund |
| Genet, Citizen | Revere, Paul |
| George III | Robertson, James |
| Gerry, Elbridge | Robspiere |
| Greene, Nathaniel | Rochambeau |
| Grenville, George | Schuyler, Philip |
| Hale, Nathan | Sevier, John |
| Hamilton, Alexander | Shays, Daniel |
| Hancock, Thomas | Solomon, Hymn |
| Henry, Patrick | St. Clair, Arthur |
| Herkimer, Nicholas | St. Leger, Barry |
| Howe, Lord Richard | Stark, John |
| Howe, William | Sumter, Thomas |
| Jay, John | Talleyrand |
| Jefferson, Thomas | Townshend, Charles |
| Jones, John Paul | Von Stuben, Baron |
| Knox, Henry | Washington, George |
| Kosciusko | Wayne, "Mad Anthony" |
| Lafayette | Webster, Noah |
| Lee, Charles | Wilson, James |
| Lee, "Light Horse Harry" | |

REVOLUTION AND A NEW START 1783 - 1800

CHAPTER 1 WHO'S WHO AMONG THE BUILDERS OF AMERICA

| | |
|--------------------------|----------------------|
| Adams, John | Lee, Richard Henry |
| Adams, Samuel | Louis XVI |
| Allen, Ethan | Marat |
| Andrews, Major | Martin, Francis |
| Antoinette, Marie | Marshall, John |
| Arnold, Benedict | McKean |
| Berry, Captain John | Monroe, James |
| Bonaparte, Napoleon | Montgomery, Richard |
| Boone, Daniel | Morgan, Daniel |
| Bunker, Edmund | Morris, Gouverneur |
| Burgoyne, John | Morris, Robert |
| Burr, Aaron | North, Frederick |
| Clark, George Rogers | North, Lord |
| Clinch, Henry | Oswell, Richard |
| Cornwallis, Lord | Ozias, James |
| Danton | Paine, Thomas |
| Dawson, William | Patterson, William |
| DeBour | Penn, Richard |
| DeKalt | Pinchney, C. C. |
| For, Charles | Pinchney, Thomas |
| Franklin, Benjamin | Pitt, William |
| Gage, General | Polanski |
| Gates, Horatio | Randolph, Edmund |
| Grant, Clinton | Ravens, Paul |
| George III | Robertson, James |
| Gerry, Elbridge | Rodgers |
| Greene, Nathaniel | Rochambeau |
| Graville, George | Schuyler, Philip |
| Hale, Nathan | Sevier, John |
| Hamilton, Alexander | Shays, Daniel |
| Hancock, Thomas | Solomon, Hyman |
| Henry, Patrick | St. Clair, Arthur |
| Herkimer, Nicholas | St. Leger, Harry |
| Howe, Lord Richard | Stark, John |
| Howe, William | Sumner, Thomas |
| Jay, John | Talleyrand |
| Jefferson, Thomas | Townsend, Charles |
| Jones, John Paul | Von Steuben, Baron |
| Knox, Henry | Washington, George |
| Konstantin | Wayne, "Red Anthony" |
| Kristina | Weber, Louis |
| Lee, Charles | Wilson, James |
| Lee, "Light Horse Harry" | |

CHAPTER 2 EVENTS, WORDS AND PHRASES WORTH REMEMBERING

| | |
|-------------------------------|-----------------------------|
| Albany Congress | Impeachment |
| Alexandria Convention | Impressment |
| Amendments | Intolerable Acts |
| Annapolis Convention | Jacobines |
| Anti-Federalists | Judicial Branch |
| Aristocracy | "King's Friends" |
| Articles of Confederation | Legislative Branch |
| Assumption Bill | Midnight Judges |
| Bastille, The | Minutemen |
| Bill of Attainder | Molasses Act |
| Bill of Rights | National Assembly |
| Board of Trade | Navigation Acts |
| Boston Massacre | New Jersey Plan |
| Boston Tea Party | Northwest Ordinance |
| Broad Constructionists | Parson's Cause |
| Cabinet | Pocket Veto |
| Caucus | Proclamation of Neutrality |
| Checks and Balances | Proclamation of 1763 |
| Committees of Correspondence | Protective Tariff |
| "Common Sense" | Quebec Act |
| Constitutional Convention | Quorum |
| Constitution, The | Report on Manufacturing |
| Critical Period | Revolution of 1800 |
| Declaration of Independence | Second Continental Congress |
| Declaration of Rights | Senate, The |
| Declaratory Act | Sons of Liberty |
| Democracy | Stamp Act |
| Democratic-Republicans | Stamp Act Congress |
| Elastic Clause | States General |
| Electors | Strict Constructionists |
| Ex Post Facto | Sugar Act |
| Excise Tax | Sugar and Molasses Act |
| Executive Branch | Supreme Court |
| Farewell Address | Tea Act |
| Father of the Constitution | "The Federalist" |
| Federalists | Three Fifths Compromise |
| First Continental Congress | Three Fold Plan |
| First Republic, The | Tories |
| French Alliance | Townshend Duties |
| French Revolution | Triangular Trade |
| Gaspee Incident | Undeclared Naval War |
| Genet Affair | Virginia Plan |
| Great Compromise, The | Whigs |
| Guillotine | Whiskey Rebellion |
| Habeas Corpus | Writs of Assistance |
| Home Rule | XYZ Affair |
| House of Representatives, The | |

CHAPTER I. EVENTS, WORDS AND PHRASES WORTH REMEMBERING

| | |
|-------------------------------|-----------------------------|
| Albany Congress | Impassioned |
| Alexandria Convention | Impassioned |
| Amendments | Intolerable Acts |
| Annapolis Convention | Jacobins |
| Anti-Slaveryists | Judicial Branch |
| Antislavery | "King's Friends" |
| Articles of Confederation | Legislative Branch |
| Assassination Bill | Liberty Judges |
| Bastille, The | Minutemen |
| Bill of Attainder | Molasses Act |
| Bill of Rights | National Assembly |
| Board of Trade | Navigation Acts |
| Boston Massacre | New Jersey Plan |
| Boston Tea Party | Northwest Ordinance |
| Bread Conventioneers | Parson's Cause |
| Cabinet | Robert Veto |
| Census | Proclamation of Neutrality |
| Checks and Balances | Proclamation of 1763 |
| Committees of Correspondence | Protective Tariff |
| "Common Sense" | Quaker Act |
| Constitutional Convention | Quakers |
| Constitution, The | Report on Manufacturing |
| Critical Period | Revolution of 1800 |
| Declaration of Independence | Second Continental Congress |
| Declaration of Rights | Senate, The |
| Declaratory Act | Sons of Liberty |
| Democracy | Stamp Act |
| Democratic-Republicans | Stamp Act Congress |
| Atlantic Ocean | States General |
| Electors | Strict Constructionists |
| Ex Post Facto | Sugar Act |
| Exile for | Sugar and Molasses Act |
| Executive Branch | Supreme Court |
| Exemptions | Tax Act |
| Father of the Constitution | "The Federalist" |
| Federalists | Three Fifths Compromise |
| First Continental Congress | Three Fold Plan |
| First Republic, The | Tories |
| French Alliance | Townshend Duties |
| French Revolution | Triangular Trade |
| Gaspee Incident | Undeclared Naval War |
| Great Britain | Virginia Plan |
| Great Compromise, The | Whigs |
| Guillotine | Whiskey Rebellion |
| Harass Corps | Writs of Assistance |
| Honors | XYZ Affair |
| House of Representatives, The | |

CHAPTER 3 AMERICA'S PROGRESS THROUGH TREATIES

1. THE FRENCH ALLIANCE

Tell in not more than one paragraph the events that led up to the French Alliance and the results of this Treaty.

2. TREATY OF PARIS 1783

List the results of this treaty and place a star beside each point that represented a definite gain for the United States.

3. JAY-GARDOQUI TREATY

Tell what the United States attempted to do in the Jay-Gardoqui Treaty and give your own ideas of what might have been the results had the United States ratified the treaty.

4. JAY TREATY

List the demands that the United States made through its representative John Jay on England and also list the results of the Treaty.

5. PINCKNEY TREATY

List the results of this treaty and tell why it was so important to the frontiersmen. Why was it a much better treaty than the proposed Jay-Gardoqui Treaty?

6. FRENCH TREATY OF 1799

List the results of this treaty. Tell what caused the events that led up to the signing of this treaty.

CHAPTER 4 AMERICA'S PROGRESS SHOWN THROUGH MAPS AND CHARTS

I Part A Maps

1. THE FIGHT FOR INDEPENDENCE

On a map of the eastern section of the United State complete the following:

Locate:

- a) Quebec, Montreal, St. Lawrence River, Lake Champlain, Concord, Bennington, Lexington, Boston, Saratoga, Ticonderoga, Crown Point, Oswego, West Point, Princeton, Monmouth, Valley Forge, Trenton, Philadelphia, New York, Baltimore, Lake Ontario, Lake Erie, Pittsburg, Vincennes, Kaskaskia, Chesapeake Bay, Yorktown, Wilmington, N. C., King's Mountain, Cowpens, Camden, Charleston, Savannah.

CHAPTER 3 AMERICA'S PROGRESS THROUGH TREATIES

1. THE FRENCH ALLIANCE

Tell in not more than one paragraph the events that led up to the French Alliance and the results of this Treaty.

2. TREATY OF PARIS 1763

List the results of this Treaty and place a star beside each point that represented a definite gain for the United States.

3. JAY-GARDOQUI TREATY

Tell what the United States attempted to do in the Jay-Gardopoli Treaty and give your own ideas of what might have been the results had the United States ratified the Treaty.

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List the results of this Treaty and tell why it was so important to the frontiersmen. Why was it a much better Treaty than the proposed Jay-Gardopoli Treaty?

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List the results of this Treaty. Tell what caused the events that led up to the signing of this Treaty.

CHAPTER 4 AMERICA'S PROGRESS SHOWN THROUGH MAPS AND CHARTS

I Part A Maps

1. THE WESTERN INTERIOR

On a map of the eastern section of the United States complete the following:

Locate:
a) Quebec, Montreal, St. Lawrence River, Lake Champlain, Concord, Bennington, Lexington, Boston, Saratoga, Plattsburgh, Crown Point, Oswego, West Point, Princeton, Monmouth, Valley Forge, Trenton, Philadelphia, New York, Baltimore, Lake Ontario, Lake Erie, Plattsburgh, Vincennes, Kaskaskia, Chesapeake Bay, Yorktown, Wilmington, W. C. C., King's Mountain, Cowpens, Camden, Charleston, Savannah.

- b) Trace the route of George Rogers Clark.
- c) By the use of different colors shade in the areas indicating the sections of the United States where the early part of the war took place, the middle part and the last years.
- d) Trace in the Proclamation Line of 1763
- e) Show by use of different lines the British Three fold Plan of 1777.

2. THE UNITED STATES UNDER THE ARTICLES

On a map of the eastern section of the United States complete the following:

- a) Locate: the thirteen states that made up the United States and at least one principle city in each state. Also locate Philadelphia, Mt. Vernon and Annapolis.
- b) Show the boundary line of the United States as set by the Treaty of Paris in 1783.
- c) Color in the Northwest territory.
- d) Color in the Appalachian Mountains.
- e) Show the claims of the various states west of the Appalachian Mountains

II Part B Charts

1. Construct a time chart having two parallel columns that will show the important military and non-military events around the period of the Revolutionary War. This should cover the years from 1763 to 1783.
2. Construct a Who's Who in chart form of the fifteen people you think contributed the most during the period of this unit. Give your reasons as to why you selected these particular people.
3. Construct a chart having two parallel columns. In one, list the leading English statesmen in favor of the colonists and in the other, list the leading English statesmen against the colonists.
4. Construct a chart having two parallel columns. In one, list the weaknesses of the Articles of Confederation and in the other, show how the Constitution overcame these weaknesses.

- c) Trace the route of George Rogers Clark.
- d) By the use of different colors shade in the areas indicating the conditions of the United States when the early part of the war took place, the middle part and the last years.
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2. Construct a line's line in chart form of the fifteen people you think contributed the most during the period of this unit. Give your reasons as to why you selected these particular people.
3. Construct a chart having two parallel columns. In one list the leading English statements in favor of the colonists and in the other list the leading English statements against the colonists.
4. Construct a chart having two parallel columns. In one list the weaknesses of the Articles of Confederation and in the other show how the Constitution overcame these weaknesses.

5. Construct a chart showing the previous attempts at Union before the Constitution. Indicate the reason for the attempted unification. Indicate the date of each attempt and the number of colonies by name that each plan involved. Also tell the results of each plan. You should check items such as the New England Confederation, Albany Convention, Stamp Act Congress, First and Second Continental Congresses and the Articles of Confederation.
6. Construct a chart of the Constitution. The three branches of our government should be shown and how the members of each branch are elected or nominated to office.
7. Construct a square drawn to scale to show how the land of the Northwest Territory was divided and subdivided. Number the squares and indicate in one square how much of it was to be used for schools. Beneath your large square list the various items provided for in the Northwest Ordinance.
8. Construct a time graph chart in four parallel columns. In the respective columns place the names of the United States, England, France and Spain. Then by the use of your own history books and books on European History fill in the graph using those events that concerned the United States during the years 1763 to 1800.

CHAPTER 5 PRESIDENTS IN REVIEW

This is the first unit in which you have had an opportunity to use this chapter. It is an important one as it contains the names of men who as President have helped to guide our country to one of the greatest on earth. The events that took place during their administrations fall into several general divisions and to effectively understand what took place it will be wise to construct your chart with this in mind.

Divide your chart into six parallel columns. Title the first column Presidents. In this column should appear the name of the President, his political party, the years that he served and in parenthesis the names of the chief defeated candidates. Title the next five columns in the following manner: "We grow through Democracy", "Our Expansion and Growth in Industry and Agriculture", "Our Progress - Socially and Culturally", and "World Events that have affected us".

For this Unit the first two presidents will be placed on your chart. Do not attempt to place every single item that took place during the administration of any president. Rather you should pick out the most important one and place them in your chart.

CHAPTER 6 DEPRESSIONS AND THEIR CAUSES

Does not apply in this unit.

6. Present a table showing the number of votes of each party in each of the four divisions of the country. The table should be headed as follows: "Number of votes of each party in each of the four divisions of the country." The table should be filled in with the following figures: ...

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CHAPTER 2. THE ELECTIONS

This is the first of the chapters in which you have an opportunity to use the chapter. It is an important one as it contains the names of the candidates who have taken part in the elections. The names of the candidates are given in the following order: ...

1. The first of the chapters in which you have an opportunity to use the chapter. It is an important one as it contains the names of the candidates who have taken part in the elections. The names of the candidates are given in the following order: ...

2. The second of the chapters in which you have an opportunity to use the chapter. It is an important one as it contains the names of the candidates who have taken part in the elections. The names of the candidates are given in the following order: ...

CHAPTER 3. THE ELECTIONS

Do not put in this table.

CHAPTER 7 MY LIST OF TWENTY-FIVE INVENTIONS THAT HAVE HELPED AMERICA'S PROGRESS

Continue your list of inventions which you started in Unit 1. If you have forgotten the instructions turn back to Unit 1, Chapter 7 and reread them.

CHAPTER 8 MY LIST OF OUR MAIN SOCIAL PROBLEMS AND MY IDEAS AS TO THEIR SOLUTION

Continue your list of social problems which you started in Unit 1. For direction turn back to Unit 1, Chapter 8 and reread them.

CHAPTER 9 SPECIAL REPORTS

1. Write an essay on as many men as you wish in Chapter 1 of this Unit. Attempt to write on men who have made definite contributions to America's progress. Be sure to bring out these contributions.
2. Contrast some of the men in Chapter 1 of this unit or select a man from Unit 1 and one from Unit 2. Determine which of the men you are writing about made the greatest contributions to American History and give your reasons why.
3. Write an essay in which you compare the importance of Hamilton and Jefferson.
4. Write an essay on the XYZ affair.
5. Write an essay in which you compare the foreign problems of Washington and Adams.
6. Write an editorial on any one of the following: Washington's Farewell Address, The New Constitution, The Jay Treaty, The First Cabinet, The Alien and Sedition Acts, The Constitutionality of the Kentucky and Virginia Resolutions or the Alien and Sedition Acts, A summary of Washington's Administration, A summary of Adam's Administration, "Millions for Defense but not one cent for Tribute", and the Failure of the British Three-Fold Plan. You may take any side that you wish in your editorial.
7. Write an essay in which you compare the Articles of Confederation with the Constitution.

CHAPTER 10 OPTIONAL ACTIVITIES

1. Here is a project in which you may use your imagination. Many of the men connected with bringing the Revolution about, if arrested, would have been sent to England for trial and then sentenced to prison for many many years. Patrick Henry, John Hancock, Sam Adams, Paul Revere and William Dawes are but a few of the men that the English would have liked to have captured. What do you think some of these men thought about as

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they made their plans? Do you suppose that they thought of the danger involved? Do you think for example that Paul Revere as he waited for the signal lights considered the danger of his mission and what might happen to him if he were captured? Suppose you were called upon to serve your country in an affair where a great deal of danger was involved. Would you hesitate? Write a paper which will tell of your thoughts as you serve your country.

2. Imagine that you are a colonial merchant and that you are writing a letter to a friend in England explaining why America wanted independence.
3. Make a poster urging enlistment in the army for the Revolutionary War.
4. Suppose your town were to celebrate the Revolutionary War. A large pageant was planned and you were asked to design costumes for it. Your sketches should include the uniforms of the English and American Army and Navy as well as the clothes that private citizens wore.
5. This project can be done by several people. Read to the class Longfellow's "Paul Revere's Ride", Emerson's "Concord Hymn," and Bryant's "Boys of '76". Before each poem is read tell what historical event each is concerned with.
6. Suppose you were an officer in charge of recruiting during the Revolutionary War. What kind of a speech would you make to induce men to join the army?
7. Compose a diary which might have been kept by one of Washington's men during the winter at Valley Forge.
8. If you like to draw here is a project that might interest you. Construct a poster urging colonial merchants not to buy any more goods from England until the Stamp Act was repealed.
9. You are a newspaper writer and you have just heard the news that the Stamp Act has been repealed. How would you write the story?
10. Make an illustrated chart showing drawings of the things taxed by the Stamp Act and the Townshend Acts and some of the things taxed by the United States Government today. On your chart tell why the early taxes were opposed and why taxes of today are not opposed.
11. If you like to write newspaper stories, write an account of the repeal of the Townshend Acts. Include in your story how the Act oppressed the colonists. You should also write a headline for the story.
12. Cartoons are always interesting to look at and to many they are interesting to draw. There are many many subjects during the period of this unit in which cartoons could be used. Why not draw one or

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more? You might use as titles "The injustice of the Tea Tax on the colonial tea merchants," "Howe's failure to go to Albany," "The King's reception to the Declaration of Rights," "Throwing tea into the Harbor," These are but a few and as you read your history books many more titles should come to your mind.

13. The tax on tea aroused a great deal of colonial opposition and when people are aroused a good many of them sit down and write letters to those who aroused the opposition. In the case of the Tea Tax it was the British East India Company that aroused the ire of the colonists. Imagine that you were a tea merchant in Boston during that period. You wish to let the company know just what is going on so you construct a booklet. Material you should include would be why the colonists resisted the tax, an account of the Boston Tea Party and why it was justified. To make your booklet seem more alive why not include drawings and cartoons?
14. During this period of our history there were many examples of how the people in the various colonies worked together and sympathized with one another. Suppose you lived in the South and had friends in Boston where you visited the summer before. You hear that the Port of Boston has been closed and you know how that will effect your friend's father who is in the shipping business. Write a letter to your Boston friend telling him or her how the people in your community feel about the British action.
15. Make a series of drawings or charts in which you show the strengths and the weaknesses of the colonies and England at the outbreak of the Revolutionary War.
16. Soon after General Howe landed on Long Island Sound he discovered how low the moral of the Continental Army was and believed he had a chance to end the war then and there by offering the men in this army large tracts of land and sums of money if they would desert the army of the new nation and join his forces. As a result he sent men out on speaking tours in order to win men over. You are in the British Army and have been selected by Howe to talk to any and all that will listen to you. Write out the speech that you would give and then give it to the class. You should bring out the value of the land, what they could do with the money and impress in your speech the fact that the American Army is now so weak that it just cannot succeed against the superior forces of the British.
17. Not all of the men when they first assembled at the Second Continental Congress believed that the colonists should make themselves independent from England. Why not form a committee some members of which were for independence and some of which that were against it. Let each student make a speech in which one or two points are brought out. At the end of the speech making period let the entire class assume that it is the Congress and vote upon the issue as to whether we should break from England or remain her colony. The vote should be based upon the points brought out in the various speeches.

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18. A great many people even after the Declaration of Independence had been read in public were against separation. To get more people to see the point of view of the Continental Congress a committee is picked from that body to make posters and draw cartoons which are designed to convince people that the cause is just. Construct the posters and cartoons. To make a real interesting project have another committee picked that will take the opposite view. When finished compare the posters and cartoons.
19. The suffering and hardship during the winter at Valley Forge was perhaps the worst individual incident of that nature during the entire war. Men found themselves without proper food and clothing; sickness and death were common. Suppose that you were a physician assigned to Washington's army that winter at Valley Forge. Make a series of diary entries of the events that took place that winter.
20. One of the more important things to come from the meeting of the Stamp Act Congress was a petition which was sent to Parliament stating the colonial cause against the Stamp Tax. An interesting assignment would be for a group of students to prepare in their own words a petition that might have been sent to Parliament. When finished the petition should be read to the class.
21. Draw a cartoon showing colonial opposition to the Townshend Act.
22. Can you define the term Independence? When making your definition you should take into consideration the answers to the following questions: How were the colonies different after the war? What rights did they now have that were denied them before? What new duties and what new problems did the colonies have to face? Why was a central government now needed?
23. This is a project that at least half a dozen students can work on together. It can be done with three ideas in mind. In the first place it will help us to remember and identify the important dates and men during this period. In the second place it can help us to remember the same for Unit 1 and in the third place it can be a project that will continue throughout the year so that each new unit can be better remembered. A committee should construct a series of cards. On one side a date, an event or a man's name should be written in large enough print so that all can see. On the other side should be written several items that pertain to the date, event or man's name. When the cards have been completed the class can be divided into two groups. The object is to see which side can identify the most events. One student should be selected to handle the cards. Such a game will serve as an excellent method of review as well as being used in day to day class work.
24. One of the most famous portraits in American History is that of George Washington as painted by Gilbert Stuart. Find a reproduction of this portrait and tell the class something about the man who painted it.

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19. The suffering and hardship during the winter at Valley Forge was perhaps the worst incident of that nature during the entire war. Men found themselves without proper food and clothing; sickness and death were common. Suppose that you were a physician assigned to Washington's army that winter at Valley Forge. Take a series of diary entries of the events that took place that winter.

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23. This is a project that at least half a dozen students can work on together. It can be done with three ideas in mind. In the first place it will help us to remember and identify the important dates and men during this period. In the second place it can help us to remember the names for Unit I and in the third place it can be a project that will continue throughout the year so that each new unit can be better remembered. A committee should construct a series of cards. On one side a date, an event or a man's name should be written in large enough print so that all can see. On the other side should be written several items that pertain to the date, event or man's name. When the cards have been completed the class can be divided into two groups. The object is to see which side can identify the most events. One student should be selected to handle the cards. Such a game will serve as an excellent method of review as well as being used in day to day class work.

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25. A song we often hum is "Yankee Doodle". Look up the story of the song and tell the class about it.
26. All of us like to argue. Perhaps you will be surprised to learn that you can argue about History. Here are four topics the selection of any one should provide a great deal of argument. Select four students, two to take one side of the argument and two to take the other. Pick one of the topics and after preparation have a debate. The topics are: 1. George III was to blame for the American Revolution. 2. The Stamp Act was a fair law. 3. Independence was the only solution of the dispute between England and the colonies. 4. The War for Independence could not have been won without the aid of France.
27. Compare the work of Benedict Arnold during the early part of the war with the period when he was at West Point. Do you think he was worse than Richard Henry Lee?
28. Look up in an Encyclopedia the lives of some of the Europeans that came over here during the Revolutionary War to help us. Write a brief paragraph on the lives of each man.
29. The period from the end of the Revolution to the writing of the Constitution has often been called "The Critical Period". It was a period when the people of the young nation were not exactly sure as to just what type of government they wanted. The Articles of Confederation were too weak to assume control of the thirteen states and everywhere there was a lack of unity. Draw a series of posters or cartoons which illustrate this lack. You might use one of the following or all of them as ideas for your drawings. The helplessness of the Articles of Confederation, Our position in the eyes of foreign countries, The problems over commerce, John Q. Public gets it in the neck as usual, The lack of unity in the country, or Shape of things to come.
30. Imagine that you were born in France of French peasants whose lot in life was very little due to the reign of the Louies. You come to America about the time of the Revolution to seek your fortune and take part in the war. You live through the war, through the "Critical Period" and through the establishment of a new government. You know the position of your family in France and have heard of the rumblings of revolution in that country. You wish to tell your father what independence means to the people in America and what it can mean to the people of France. Write a letter to your father telling him of your ideas. Construct it so that he can read it to his friends so that they too will know why independence is worth fighting for.
31. Select a committee of three which will give oral reports on the Constitution. One student should discuss the rights and powers guaranteed to the states. A second student should discuss the same only from the standpoint of the federal government while a third shows the relationship between the states and the Federal Government.

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27. Compare the work of Benedict Arnold during the early part of the war with the period when he was at West Point. Do you think he was worse than Richard Henry Lee?
28. Look up in an encyclopedia the lives of some of the Europeans that came over here during the Revolutionary War to help us. Write a brief paragraph on the lives of each one.
29. The period from the end of the Revolution to the writing of the Constitution has often been called "The Critical Period". It was a period when the people of the young nation were not exactly sure as to just what type of government they wanted. The Articles of Confederation were too weak to assume control of the thirteen states and everywhere there was a lack of unity. Draw a series of posters or cartoons which illustrate this lack. You might use one of the following or all of them as ideas for your drawings. The helplessness of the Articles of Confederation, Our position in the eyes of foreign countries, The problems over commerce, John A. Philip's role in the neck as usual, The lack of unity in the country, or stages of things to come.
30. Imagine that you were born in France in 1789, a French peasant who had just seen the very little due to the reign of the Louis. You come to America about the time of the Revolution to seek your fortune and take part in the war. You live through the war, through the "Critical Period" and through the establishment of a new government. You know the position of your family in France and have heard of the teachings of revolution in that country. You wish to tell your father what independence means to the people in America and what it can mean to the people of France. Write a letter to your father telling him of your ideas. Comment on it so that he can read it to his friends so that they too will know why independence is worth fighting for.
31. Select a committee of three which will give oral reports on the Constitution. One student should discuss the rights and powers guaranteed to the states. A second student should discuss the same only from the standpoint of the federal government while a third shows the relationship between the states and the federal government.

32. Design a poster around a quotation from the Bill of Rights or the Preamble of the Constitution.
33. The Bill of Rights protects us in many different ways. Look through your newspapers and collect a series of stories that illustrate how the American people are protected by it.
34. Alexander Hamilton has been called the greatest of all our Secretaries of the Treasury. One of his important contributions was the restoration of public Credit. This was done in a number of different ways. On page 166 in "The Story of American Democracy" by Casner and Gabriel you will find a cartoon. Study this cartoon and then construct one of your own that shows Hamilton saving the nation from money troubles.
35. Draw a cartoon in which you picture the feelings of the farmers in western Pennsylvania toward the whiskey tax.
36. Draw a cartoon in which you picture the United States during "The Critical Period".
37. Write an imaginary conversation between: (a) a Federalist and a Republican; (b) a member of the Constitutional Convention from New Jersey and one from Virginia; (c) George Washington and a Frenchman who is seeking aid from the United States in the early 1790's; (d) a Pennsylvania farmer who joined the whiskey rebellion and a government officer sent to collect the tax on whiskey.

CHAPTER 11 MY JOURNEY IN BOOKS

THE GOLDEN HORSESHOE by Elizabeth Coatsworth

An exciting story of a boy from Virginia and his sister on a pre-Revolution plantation.

KNIGHT OF THE REVOLUTION by Sidney W. Deane

An exciting story of Francis Marion, the Swamp Fox, and the part he played in the Revolutionary War.

DANIEL BOONE by James Dougherty

A very good story about this great frontiersman. The book contains many beautiful pictures.

POOR RICHARD by James Dougherty

Those who like to read about Benjamin Franklin will find this book to their liking. It tells of his work during the Revolution.

33. Design a poster around a quotation from the Bill of Rights or the Preamble of the Constitution.
34. The Bill of Rights protects us in many different ways. Look through your newspapers and collect a series of stories that illustrate how the American people are protected by it.
35. Alexander Hamilton has been called the greatest of all our statesmen of the Treasury. One of his important contributions was the restoration of public credit. This was done in a number of different ways. On page 122 in "The Story of American Democracy" by Canner and Gehring you will find a cartoon. Study this cartoon and then construct one of your own that shows Hamilton saving the nation from money troubles.
36. Draw a cartoon in which you picture the feelings of the farmers in western Pennsylvania toward the whiskey tax.
37. Draw a cartoon in which you picture the United States during "The Critical Period".
38. Write an imaginary conversation between: (a) a Federalist and a Republican; (b) a member of the Constitutional Convention from New Jersey and one from Virginia; (c) George Washington and a Pennsylvanian who is seeking aid from the United States in the early 1780's; (d) a Pennsylvanian farmer who joined the whiskey rebellion and a government officer sent to collect the tax on whiskey.

CHAPTER II MY JOURNEY IN BOOKS

THE GOLDEN HERSEBORN by Elizabeth Costanzo

An exciting story of a boy from Virginia and his sister on a pre-revolution plantation.

KNIGHT OF THE REVOLUTION by Sidney W. Deane

An exciting story of Francis Marion, the Swamp Fox, and his part in played in the Revolutionary War.

PAUL REVEREND by James Dougherty

A very good story about this great frontiersman. The book contains many beautiful pictures.

BOOK REVIEWED by James Dougherty

Those who like to read about Benjamin Franklin will find this book to their liking. It tells of his work during the Revolution.

YOUNG LAFAYETTE by Jeanette Eaton

Here is a book about the great Frenchman who helped us during the Revolutionary War.

LEADER BY DESTINY by Jeanette Eaton

The life story of George Washington.

I HAVE JUST BEGUN TO FIGHT by Edward Ellsberg

The thrilling adventure of John Paul Jones, one of our great naval heroes.

HAYM SOLOMON, SON OF LIBERTY by Howard Fast

We are all familiar with the work of Robert Morris but little is known about a famous Jewish patriot who served his country by using his fortune to help pay the war costs. This book will tell you about him.

JOHNNY TREMAIN by Esther Forbes

The story of a messenger boy for the Sons of Liberty. This book will make the Whigs and Tories mean more than mere names to you.

GEORGE WASHINGTON'S WORLD by Genevieve S. Foster

This book tells of the events that took place throughout the world that affected the United States from just before the French and Indian War through the administration of George Washington.

THREE SIDES OF AGIOCHOOK by Eric P. Kelly

The thrilling story of Philip Brewster during the period of the Revolution. It tells of Indian raids on Dartmouth College plus many other interesting events.

UNCLE SAM'S GOVERNMENT AT WASHINGTON by G. L. Knapp

This book tells you about the City of Washington as well as telling you about how our government works and the great men of the past who have helped to make it work.

EVERYDAY THINGS IN AMERICAN LIFE by William C. Langdon

Here are stories of what life was like in the colonies just before the Revolutionary War.

GEORGE ROGERS CLARK by Ross F. Lockridge

The very exciting story of a great frontiersman.

YOUNG JAVARIAN by Jennette Eaton

Here is a book about the great Frenchman who helped us during the Revolutionary War.

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MOORE RODE THE CLARK by Ross F. Lockridge

The very exciting story of a great frontiersman.

OUR PRESIDENTS by James Morgan

This will help you to complete Chapter 5 as well as telling you many interesting facts about the men who have led our country.

THE BOY'S LIFE OF ALEXANDER HAMILTON by Helen Nicolay

From the life of Hamilton you receive a picture of the Revolutionary War and the period that followed it.

GOOD STORIES FOR GREAT BIRTHDAYS by F. J. Olcott

In this book you will find stories of many great men in both North and South America.

PAUL REVERE, PATROIT ON HORSEBACK by Frances Rogers and Alice Beard

An exciting and excellent account of the Revolutionary War in and around Boston.

DERBY BARNS TRADER by Constance L. Skinner

Here is a story of frontier life in which men such a Daniel Boone, George Washington and Benjamin Franklin take part.

SILENT SCOT by Constance L. Skinner

Andy McPhail, a frontier scout, and his Indian friend "Runner-on-the-Wind" have exciting days during the Revolution and when Tennessee was trying to become a state.

ALEXANDER HAMILTON by John J. Swertenko

In this book we follow Alexander Hamilton from his assignment as aide-de-camp to Washington to his duel with Burr.

SMUGGIER'S LUCK by Edward A. Stackpole

This is a tale of Nantucket Island and Timothy Pinkham during the Revolution.

PATRICK SON OF THUNDER by Delia M. Stephenson

The story of Patrick Henry and of his fiery speeches.

DRUMS OF MONMOUTH by Emma G. Sterne

The story of Philip Greneau during the important battles of the Revolutionary War.

OUR PRESIDENTS by James Morgan

This will help you to complete Chapter 2 as well as telling you many interesting facts about the men who have led our country.

THE BOY'S LIFE OF ALEXANDER HAMILTON by Helen Nicolay

From the life of Hamilton you receive a picture of the Revolutionary War and the period that followed it.

GOOD STORIES FOR GREAT BIRTHDAYS by F. J. Olcott

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PATRICK SON OF THUNDER by Delia M. Stephenson

The story of Patrick Henry and of his fiery speeches.

DRUMS OF MOUNTAIN by Emma O. Stearns

The story of Philip Green and the important battles of the Revolutionary War.

THE STORY OF OUR CONSTITUTION by E. M. Tappan

How it came to be, how the new government began and how the Constitution was later amended.

COAT FOR A SOLDIER by Florence M. Updegraff

Here is a story of a young New England girl who changes the wool of her pet lamb into a coat for a Connecticut soldier during the Revolutionary War.

BIG KNIFE by W. E. Wilson

This book tells the story of George Rogers Clark.

LIBERTY FOR JOHANNY by A. H. and J. C. Wonsetler

The story of a Dutch family from Pennsylvania during the Revolutionary War.

| | |
|--------------------|----------------------|
| Adams, John | Adams, Joseph |
| Adams, John Wilkes | Adams, Sam |
| Adams, Braxton | Adams, Isaac |
| Adams, John C. | Adams, William |
| Adams, Preston | Adams, Andrew |
| Adams, Jacob | Adams, T. J. |
| Adams, John | Adams, Thomas |
| Adams, James | Adams, Andrew |
| Adams, Andrew | Adams, Richard H. |
| Adams, Benjamin | Adams, A. S. |
| Adams, John C. | Adams, Joseph E. |
| Adams, George | Adams, Stephen |
| Adams, Lewis | Adams, Francis Scott |
| Adams, James F. | Adams, Robert E. |
| Adams, Leonard | Adams, Abraham |
| Adams, Henry | Adams, Robert |
| Adams, David | Adams, James |
| Adams, Richard | Adams, Elijah F. |
| Adams, Jay | Adams, James E. |
| Adams, John C. S. | Adams, Benjamin |
| Adams, David | Adams, James |
| Adams, Benjamin | Adams, George |
| Adams, Henry | Adams, Thomas |
| Adams, Stephen | Adams, Irvin |
| Adams, Thomas E. | Adams, George |
| Adams, Stephen | Adams, J. P. |
| Adams, John | Adams, Sir Edward |
| Adams, David | Adams, Robert |
| Adams, Edward | Adams, F. C. |
| Adams, David | Adams, Oliver |
| Adams, William | Adams, Wendell |
| Adams, A. S. | Adams, George E. |
| Adams, John | Adams, Franklin |

THE STORY OF OUR CONSTITUTION by A. M. Tappan

how it came to be, how the new government began and how the Constitution was later amended.

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UNIT 3

ESTABLISHMENT OF THE SUPREMACY OF THE FEDERAL GOVERNMENT 1798 - 1877

CHAPTER 1 WHO'S WHO AMONG THE BUILDERS OF AMERICA

Adams, Charles Francis
 Adams, John
 Albert, John
 Anderson, Robert
 Austin, Stephen F.
 Bainbridge, William
 Barton, Clara
 Beaugard, Pierre
 Bell, John
 Biddle, Nicholas
 Bonaparte, Napoleon
 Booth, John Wilkes
 Bragg, Braxton
 Breckinridge, John C.
 Brooks, Preston
 Brown, Jacob
 Brown, John
 Buchanan, James
 Burnside, Ambrose
 Butler, Benjamin
 Calhoun, John C.
 Canning, George
 Cass, Lewis
 Chase, Salmon P.
 Cheves, Lowndes
 Clay, Henry
 Clinton, DeWitt
 Cobden, Richard
 Cooke, Jay
 Crittenden, John C. G.
 Crocket, David
 Davis, Jefferson
 Dearborn, Henry
 Decatur, Stephen
 Dew, Thomas R.
 Douglas, Stephen
 Early, Jubal
 Erskine, David
 Everett, Edward
 Farragut, David
 Fillmore, Millard
 Foote, A. H.
 Fremont, John

Garrison, William Lloyd
 Grant, U. S.
 Greeley, Horace
 Grundy, Felix
 Halleck, William
 Harrison, William Henry
 Hayes, Rutherford B.
 Hayne, Robert
 Helper, Hinton R.
 Hood, John B.
 Hooker, Joseph
 Houston, Sam
 Hull, Isaac
 Hull, William
 Jackson, Andrew
 Jackson, T. J.
 Jefferson, Thomas
 Johnson, Andrew
 Johnson, Richard M.
 Johnston, A. S.
 Johnston, Joseph E.
 Kearney, Stephen
 Key, Francis Scott
 Lee, Robert E.
 Lincoln, Abraham
 Livingston, Robert
 Longstreet, James
 Lovejoy, Elijah P.
 Lowell, James R.
 Lundy, Benjamin
 Madison, James
 McClellan, George
 McDonough, Thomas
 McDowell, Irvin
 Meade, George
 Morgan, J. P.
 Parkenham, Sir Edward
 Patterson, Robert
 Pemberton, J. C.
 Perry, Oliver
 Phillips, Wendell
 Pickett, George E.
 Pierce, Franklin

ESTABLISHMENT OF THE SUPREMACY OF THE FEDERAL GOVERNMENT 1798 - 1847

CHAPTER I WHO'S WHO AMONG THE BUILDERS OF AMERICA

| | |
|-------------------------|-------------------------|
| Adams, Charles Francis | Adams, John |
| Adams, John | Albert, John |
| Anderson, Robert | Anderson, Stephen F. |
| Antoin, Stephen F. | Bainbridge, William |
| Bainbridge, William | Barton, Clara |
| Barton, Clara | Beaumont, Pierre |
| Beaumont, Pierre | Bell, John |
| Bell, John | Biddle, Nicholas |
| Bishop, Nicholas | Bishop, Nicholas |
| Bishop, Nicholas | Booth, John Wilkes |
| Booth, John Wilkes | Brady, Braxton |
| Brady, Braxton | Breckinridge, John C. |
| Breckinridge, John C. | Brooks, Preston |
| Brooks, Preston | Brown, Jacob |
| Brown, Jacob | Brown, John |
| Brown, John | Buchanan, James |
| Buchanan, James | Burrage, Ambrose |
| Burrage, Ambrose | Butler, Benjamin |
| Butler, Benjamin | Calhoun, John C. |
| Calhoun, John C. | Canning, George |
| Canning, George | Cass, Lewis |
| Cass, Lewis | Chase, Nelson P. |
| Chase, Nelson P. | Cheves, Lawrence |
| Cheves, Lawrence | Clay, Henry |
| Clay, Henry | Clinch, David |
| Clinch, David | Cobden, Richard |
| Cobden, Richard | Cooke, Jay |
| Cooke, Jay | Crittenden, John C. D. |
| Crittenden, John C. D. | Crocket, David |
| Crocket, David | Davis, Jefferson |
| Davis, Jefferson | Deane, Henry |
| Deane, Henry | Deane, Stephen |
| Deane, Stephen | Dew, Thomas R. |
| Dew, Thomas R. | Douglas, Stephen |
| Douglas, Stephen | Earl, John |
| Earl, John | Franklin, David |
| Franklin, David | Everett, Edward |
| Everett, Edward | Farrar, David |
| Farrar, David | Fillmore, William |
| Fillmore, William | Foot, A. B. |
| Foot, A. B. | Franklin, Thomas |
| Franklin, Thomas | Garrison, William Lloyd |
| Garrison, William Lloyd | Grant, U. S. |
| Grant, U. S. | Greene, Horace |
| Greene, Horace | Grady, Felix |
| Grady, Felix | Hallock, William |
| Hallock, William | Harrison, William Henry |
| Harrison, William Henry | Hays, Rutland B. |
| Hays, Rutland B. | Hays, Robert |
| Hays, Robert | Hepler, Hinton A. |
| Hepler, Hinton A. | Hood, John B. |
| Hood, John B. | Hock, Joseph |
| Hock, Joseph | Houston, Sam |
| Houston, Sam | Hull, Isaac |
| Hull, Isaac | Hull, William |
| Hull, William | Jackson, Andrew |
| Jackson, Andrew | Jackson, T. J. |
| Jackson, T. J. | Jefferson, Thomas |
| Jefferson, Thomas | Johnson, Andrew |
| Johnson, Andrew | Johnson, Richard M. |
| Johnson, Richard M. | Johnson, A. J. |
| Johnson, A. J. | Johnson, Joseph E. |
| Johnson, Joseph E. | Kearney, Stephen |
| Kearney, Stephen | Key, Francis Scott |
| Key, Francis Scott | Lee, Robert E. |
| Lee, Robert E. | Lewis, Abraham |
| Lewis, Abraham | Livingston, Robert |
| Livingston, Robert | Longstreet, James |
| Longstreet, James | Lovett, Eliza F. |
| Lovett, Eliza F. | Lewis, James R. |
| Lewis, James R. | Lundy, Benjamin |
| Lundy, Benjamin | Lundy, James |
| Lundy, James | McCallister, George |
| McCallister, George | McDonough, Thomas |
| McDonough, Thomas | McDonough, Lydia |
| McDonough, Lydia | Meade, George |
| Meade, George | Morgan, J. P. |
| Morgan, J. P. | Partridge, Sir Edward |
| Partridge, Sir Edward | Patterson, Robert |
| Patterson, Robert | Pemberton, J. C. |
| Pemberton, J. C. | Permy, Oliver |
| Permy, Oliver | Phillips, Wendell |
| Phillips, Wendell | Pickens, George E. |
| Pickens, George E. | Pitts, Franklin |
| Pitts, Franklin | |

Polk, James K.
 Pope, John
 Porter, Peter B.
 Randolph, John
 Rosecrans, W. S.
 Santa Anna
 Scott, Dred
 Scott, Winfield
 Sevier, John
 Seward, William H.
 Seymour, Horatio
 Sheridan, Philip
 Sherman, William T.
 Sledell, John
 Sloat, D. J.
 Stanton, Edwin M.
 Stephens, Alexander
 Stevens, Thaddeus
 Stockton, R. F.
 Stowe, Harriet Beecher

Stuart, J. E. B.
 Sumner, Charles
 Talmadge, John
 Taney, Roger B.
 Taylor, Zachary
 Thomas, George E.
 Trist, Nicholas
 Turner, Nat
 Tyler, John
 Vallandigham, Clement L.
 Van Buren, Martin
 Van Rensselaer, Solomon
 Wade, Ben
 Walker, Robert J.
 Webster, Daniel
 Wells, Gideon
 Whitney, Eli
 Whittier, John G.
 Wilmot, David
 Yancey, William L.

CHAPTER 2 EVENTS, WORDS AND PHRASES WORTH REMEMBERING

Abolitionists
 Alabama Affair, The
 Alamo, The
 Alien and Sedition Acts
 American System, The
 Anaconda Policy, The
 Antietam
 Appomattox
 Apprentice Laws
 Atlanta
 Balance of Power
 Barnburners
 Bear Republic
 Belligerent
 Berlin Decrees
 Black Codes
 Black Parliament
 Bleeding Kansas
 Blockade Runners
 Bonus Plan
 Border Ruffians
 Bull Run
 Carpetbaggers
 Chancellorsville
 Chattanooga
 Chesapeake-Leopard Affair
 Chickamauga
 Civil Rights Bill

Cohen vs. Virginia
 Compromise of 1850
 Compromise Tariff
 Confederate Currency
 Confederate States of America
 Congressional Reconstruction
 Constitutional Union Party
 Continental System, The
 Copperheads
 Corinth
 Cotton Gin
 Crittendon Compromise
 Dartmouth College Case
 Day of Jubilee
 Democratic-Republicans
 Democrats
 Doubtful states
 Doughface
 Draft Laws
 Dred Scott Decision
 Emancipation Proclamation
 Embargo Act
 Essex Case, The
 Exposition and Protest
 Fifteenth Amendment
 Fletcher vs. Peck
 Force Bill
 Fort Donelson

Stearns, J. E. B.
 Sumner, Charles
 Talmadge, John
 Tamm, Roger E.
 Taylor, Zachary
 Thomas, George E.
 Tilden, Nicholas
 Turner, Nat
 Tyler, John
 Villanova, Clement J.
 Van Buren, Martin
 Van Rensselaer, John
 Wade, Sam
 Walker, Robert J.
 Webster, Daniel
 Wells, William
 Wilcox, Eli
 Wilkes, John C.
 Wilson, David
 Yancy, William J.

Yolk, James J.
 Young, John
 Porter, Peter E.
 Randolph, John
 Rosecrans, W. S.
 Scott, Anna
 Scott, David
 Scott, William
 Sawyer, John
 Sawyer, William H.
 Seymour, Lewis
 Sherrill, Philip
 Sherman, William T.
 Sherrill, John
 Sloan, J. J.
 Stanton, Edwin M.
 Stephens, Alexander
 Stevens, Thomas
 Stockton, R. F.
 Stone, Harris

CHAPTER 2. EVENTS, WORDS AND PHRASES WORTH REMEMBERING

Canan vs. Virginia
 Compromise of 1850
 Compromise Party
 Confederate currency
 Confederate States of America
 Constitutional Reconstruction
 Constitutional Union Party
 Continental System, The
 Copperheads
 Corbin
 Cotton gin
 Crittenden Compromise
 Fugitive Slave Case
 Day of Infamy
 Democratic-Republicans
 Democrats
 Disfranchisement
 Douglas
 Draft laws
 Dred Scott Decision
 Emancipation Proclamation
 Fugitive Act
 Fugitive Case, The
 Exposition and Protest
 Fifteenth Amendment
 Fisher vs. Pack
 Force Bill
 Fort Donelson

Abolitionists
 Alabama Affair, The
 Alien, The
 Alien and Sedition Acts
 American System, The
 American Policy, The
 Antislavery
 Appomattox
 Apprehensive Laws
 Atlanta
 Balance of Power
 Barnburners
 Bear Republic
 Bellamy
 Berlin Congress
 Black Codes
 Black Parliament
 Bleeding Kansas
 Blockade Runners
 Bonus Plan
 Border Ruffians
 Bull Run
 Carpetbaggers
 Chancellorsville
 Chancellorsville
 Chancellorsville-Appomattox
 Chancellorsville
 Civil Rights Bill

| | |
|-----------------------------------|-----------------------------|
| Fort Henry | Non-importation Act |
| Fort Sumpter | Non-intercourse Act |
| Forty Acres and a Mule | Non-interference |
| Forty Niners | Obiter dictum |
| Fourteenth Amendment | "Old Ironsides" |
| Fredericksburg | Ominbus Bill |
| Free Soil Party | Order of Nullification |
| Freeport Doctrine | Orders in Council |
| Freedmen's Bureau | Panic of 1837 |
| Fugitive Slave Law | Peninsular Campaign |
| Gag Rule | Personal Liberty Acts |
| General Ammesty Act | Pet Banks |
| Gettysburg | Petersburg |
| Gibbons vs. Odgen | Pittsburg Landing |
| Grandfather Clause | Poor whites |
| Greenbacks | Popular Sovereignty |
| Hartford Convention | Port Hudson |
| Home Guards | Presidential Reconstruction |
| Impeachment | Quids, The |
| Independent Treasury Act | Radical Republicans |
| Jefferson Day Toasts | Reconstruction |
| Jim Crow Laws | Republican Party |
| Kansas-Nebraska Act | Revolution of 1800 |
| Kearsage | Scalawags |
| Kentucky and Virginia Resolutions | Second National Bank |
| King Cotton | Sectionalism |
| Kitchen Cabinet | Seven Days Battle |
| Know Nothings | Seven Pines |
| Ku Klux Klan | Seventh of March Speech |
| Lawrence Massacre | Shenandoah Valley |
| Lecompton Constitution | Shiloh |
| Liberal Republicans | Solid South |
| Liberator, The | Specie Circular |
| Lincoln-Douglas Debates | Squatter Sovereignty |
| Little Giant, The | State Suicide Theory |
| Lone Star Republic | States Rights |
| Macon Bill | Tallmadge Amendment |
| Marbury vs. Madison | Tariff of Abominations |
| Martin vs. Hunter's Lessee | Tariff of 1816 |
| McCulloch vs. Maryland | Tariff of 1824 |
| Merrimac | Tariff of 1832 |
| Milan Decrees | Ten percent plan |
| Military Governors | Tenure of Office Act |
| Minute Men (Missouri) | Thirteenth Amendment |
| Missouri Compromise | Thirty Six Thirty |
| Mobile | Topeka Constitution |
| Monitor | Treaty of Ghent |
| National Bank Act | Treaty of Guadalupe-Hidalgo |
| National Republicans | Trent Affair |
| Nationalism | Underground Railroad |
| Native American Party | Union Leagues |

Union Party
 Unreconstructed States
 Vagrancy Laws
 Vicksburg
 Wade Davis Bill
 War Hawks, The
 Webster-Hayne Debate
 Whigs
 Wilderness Campaign

CHAPTER 3 AMERICA'S PROGRESS THROUGH TREATIES

1. TREATY OF GHENT

Using parallel columns, list the principal causes of the War of 1812 and the principal terms of the Treaty. Opposite each cause there should be a statement as to how the Treaty dealt with the issue. If the cause was not corrected by the Treaty, leave a blank space in the second column opposite the cause. If the Treaty mentioned a term that had nothing to do with the cause of the war, list it but leave a blank space in the first column.

2. TREATY OF GUADALUPE-HIDALGO

Using parallel columns in the same manner as was done for the Treaty of Ghent, list the principal causes for the Mexican War and the terms of the treaty.

CHAPTER 4 AMERICA'S PROGRESS SHOWN THROUGH MAPS AND CHARTS

I Part A Maps

1. THE WAR OF 1812

Locate:

- a) Lake Erie, Lake Champlain, Chesapeake Bay, Plattsburg, New Orleans, Washington, Baltimore, Detroit, Lundy's Lane.
- b) The sites of Perry's victory, McDonough's victory, Jackson's victory, where Francis Scott Key wrote the Star Spangled Banner.
- c) By the use of different colors show: The States in the Union by 1812, All United States Territory by 1812.

2. TEXAS AND THE MEXICAN WAR

- a) Sabine, Nueces, Rio Grande, San Jacinto, Arkansas, Gila and Colorado Rivers
- b) San Jacinto, Goliad, San Antonio, The Alamo, Fort Leavenworth, Bent's Fort, Santa Fe, San Diego, Los Angeles, New Orleans, Monterey, (Mexico) Buena Vista, Tampico, Vera Cruz, Mexico City.

Union Party
Unincorporated States
Treaty Laws
Vickburg
Tade Lewis Hill
War Hawks, The
Webster-Spencer League
White
Whitman Campaign

CHAPTER 3 AMERICA'S PROGRESS THROUGH TREATIES

1. TREATY OF GUADALUPE-HIDALGO

Using parallel columns, list the principal causes of the war of 1812 and the principal terms of the Treaty. Opposite each cause there should be a statement as to how the Treaty dealt with the issue. If the cause was not corrected by the Treaty, leave a blank space in the second column opposite the cause. If the Treaty mentioned a term that had nothing to do with the cause of the war, list it but leave a blank space in the first column.

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Using parallel columns in the same manner as was done for the Treaty of 1812, list the principal causes for the Mexican War and the terms of the Treaty.

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I Part A Maps

1. THE WAR OF 1812

Locate:
a) Lake Erie, Lake Champlain, Chesapeake Bay, Flathead, New Orleans, Washington, Baltimore, Detroit, Lady's Lane.

b) The sites of Perry's victory, McDonough's victory, Jackson's victory, where Francis Scott Key wrote the Star Spangled Banner.

c) By the use of different colors show: The States in the Union by 1812, All United States Territory by 1812.

2. TEXAS AND THE MEXICAN WAR

a) Texas, Texas, San Antonio, Arkansas, Gila and Colorado Rivers

b) San Antonio, Colima, San Antonio, The Alamo, Fort Leavenworth, Santa Fe, Santa Fe, San Diego, Los Angeles, New Orleans, Monterey, (Mexico) Buena Vista, Tampico, Vera Cruz, Mexico City.

- c) Routes of Kearney, Taylor and Scott.
 - d) By the use of different colors show the following: Republic of Texas, Disputed area, Mexican territory.
3. THE SHADOW OF SLAVERY COVERS THE UNITED STATES
- a) Trace and name the following territories: Northwest Territory, Louisiana Purchase, Minnesota Territory, Nebraska Territory, Kansas Territory, Oregon Territory, Utah Territory, and New Mexico Territory.
 - b) Locate and name the following states: Maine, Iowa, Missouri, Arkansas, Louisiana, Texas and California. Tell when each state was admitted to the union.
 - c) Locate the 36°30' parallel.
 - d) Using the Missouri Compromise, the Compromise of 1850 and the Kansas-Nebraska Act indicate which of the territories and states were open to slavery and which were closed to slavery. Indicate in which territories Popular Sovereignty was to decide the issue.
 - e) Indicate which territories and states had no connection with the above three compromises.
4. THE STATES CHOOSE SIDES
- a) Locate and name the Union States, the Confederate States, the Border State not seceding from secession.
 - b) Locate the site of the Nat Turner uprising, John Brown's Raid.
5. BROTHER'S BLOOD
- a) Gettysburg, Antietam, Washington, Bull Run, Manassas, Chancellorsville, Fredericksburg, Fort Sumter, Richmond, Petersburg, Fayetteville, Columbia, Savannah, Atlanta, Mobile, New Orleans, Port Hudson, Vicksburg, Montgomery, Memphis, Corinth, Shiloh, Chattanooga, Chickamauga, Fort Henry, Fort Donelson.
 - b) Appalachian Mountains, Mississippi River, Cumberland River, Tennessee River.
 - c) By the use of different colors show: Sherman's March to the Sea, Area of Wilderness Campaign, Area of Peninsular Campaign, Main objectives of The Anaconda Policy, Northern Blockade, Scene of Merrimac and Monitor

c) Routes of Kearney, Taylor and Scott.

d) By the use of different colors show the following: Republic of Texas, disputed area, Mexican territory.

3. THE SHADOW OF SLAVERY COVERS THE UNITED STATES

a) Trace and name the following territories: Northwest Territory, Louisiana Purchase, Minnesota Territory, Nebraska Territory, Kansas Territory, Oregon Territory, Utah Territory, and New Mexico Territory.

b) Locate and name the following states: Maine, Iowa, Missouri, Arkansas, Louisiana, Texas and California. Tell when each state was admitted to the union.

c) Locate the 36°30' parallel.

d) Using the Missouri Compromise, the Compromise of 1850 and the Kansas-Nebraska Act indicate which of the territories and states were open to slavery and which were closed to slavery. Indicate in which territories popular sovereignty was to decide the issue.

e) Indicate which territories and states had no connection with the above three compromises.

4. THE STATES CHOOSE SIDES

a) Locate and name the Union States, the Confederate States, the border States not seceding from secession.

b) Locate the site of the Nat Turner uprising, John Brown's Raid.

5. BROWDER'S BLOOD

a) Baltimore, Antietam, Washington, Bull Run, Vicksburg, Gettysburg, Fredericksburg, Port Smith, Richmond, Petersburg, Savannah, Atlanta, Mobile, New Orleans, Port Hudson, Vicksburg, Montgomery, Memphis, Corinth, Shiloh, Chattanooga, Port Henry, Port Bonaparte.

b) Appalachian Mountains, Mississippi River, Cumberland River, Tennessee River.

c) By the use of different colors show: Sherman's March to the Sea, Area of Wilderness Campaign, Area of Peninsula Campaign, Main objectives of The Anaconda Policy, Northern Blockade, Scenes of Maritime and Monitor.

II Part B Charts

1. NATIONALISM VS. SECTIONALISM

- a) Construct a chart with the following column headings: For Nationalism, Gains, Losses (1815 - 1830) Leaders; For Sectionalism, Gains, Losses (1815 - 1830) Leaders.

2. THE COMPROMISE OF 1850

- a) In parallel columns show the items in the Compromise that were of advantage to the South and those which were of advantage to the North.

3. THE NORTH AND THE SOUTH

- a) In parallel columns list the advantages of the North and South and the outbreak of the Civil War.
- b) Beside the advantages held by the North put a check to indicate which of them you think enabled the North to win the War. If possible do not check more than five. Of the ones that you check place a double check besides those you think were the most important.

4. FINANCING THE CIVIL WAR

- a) In parallel columns list the methods used by the North and South to raise money to fight the war.

5. CAMPAIGNS

- a) For each year of the war list the two most important battles. Give the location, results, opposing generals and a brief statement as to why you selected each battle.

6. NEW AMENDMENTS

- a) Outline the important features of the 13th, 14th, and 15th Amendments.

7. RECONSTRUCTION PLANS

- a) In parallel columns list the main points of the Reconstruction plans of Lincoln, Johnson and Congress.

1. RECONSTRUCTION V. SECESSIONISM

a) Contrast a chart with the following column headings: For Secessionism, Calhoun, Losses (1815 - 1830), Leaders; For Secessionism, Calhoun, Losses (1815 - 1830), Leaders.

2. THE COMPROMISE OF 1850

a) In parallel columns show the items in the Compromise that were of advantage to the South and those which were of advantage to the North.

3. THE NORTH AND THE SOUTH

a) In parallel columns list the advantages of the North and South and the outbreak of the Civil War.

b) Beside the advantages held by the North put a check to indicate which of them you think enabled the North to win the War. If possible do not check more than five. Of the ones that you check place a double check beside those you think were the most important.

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CHAPTER 5 PRESIDENTS IN REVIEW

Continue your chart on the Presidents which you started in Unit 2 by adding to it the following presidents: Jefferson, Madison, Monroe, John Quincy Adams, Jackson, Van Buren, Harrison, Tyler, Polk, Taylor, Fillmore, Pierce, Buchanan, Lincoln, Johnson, Grant and Hayes. You should add at this time only those events this Unit is concerned with. In other Units the remaining events that occurred while the men were president will be filled in.

CHAPTER 6 DEPRESSIONS AND THEIR CAUSES

During the years that this Unit covers, there occurred several depressions and their importance in the story of American History cannot be overlooked. In this Unit, however, we are not concerned with them as their causes had very little to do with that phase of American History we are now studying. You will study depressions in Unit 4 and Unit 5.

CHAPTER 7 MY LIST OF TWENTY-FIVE INVENTIONS THAT HAVE HELPED AMERICA'S PROGRESS

Continue your list of inventions which you started in Unit 1. If you have forgotten the instructions turn back to Unit 1, Chapter 7 and reread them.

CHAPTER 8 MY LIST OF OUR MAIN SOCIAL PROBLEMS AND MY IDEA AS TO THEIR SOLUTION

In this unit you will find several social problems that are worthy of your attention. Some of them have been solved but one, at least, still remains to be solved. As you work on this Unit, try to determine which have been solved and which still require solving. You will find that class discussion will also help you to find them.

CHAPTER 9 SPECIAL REPORTS

1. Write an essay on as many men as you wish in Chapter 1 of this Unit. Attempt to write on men who have made definite contributions to America's progress. Be sure to bring out these contributions.
2. Contrast some of the men in Chapter 1 of this Unit with those in Unit 1 or Unit 2. Determine which of the men you are writing about made the greatest contributions to American History and give your reasons why.
3. Write an essay in which you compare the importance of Clay and Webster.
4. Write an essay in which you compare Grant and Lee.

CHAPTER 3 PRESIDENTS IN REVIEW

Continue your chart on the Presidents which you started in Unit 2 by adding to it the following presidents: Jefferson, Madison, Monroe, John Quincy Adams, Jackson, Van Buren, Harrison, Tyler, Polk, Taylor, Fillmore, Pierce, Buchanan, Lincoln, Johnson, Grant and Hayes. You should add at this time only those events this Unit is concerned with. In other Units the remaining events that occurred while the man were president will be filled in.

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3. Write an essay in which you compare the importance of Clay and Webster.
4. Write an essay in which you compare Grant and Lee.

5. Write an editorial on one of the following: The Missouri Compromise, Nullification by South Carolina, Exposition and Protest, The Compromise of 1850, The Kansas-Nebraska Act, Lincoln's Attitude on Slavery, The Lincoln Plan, The Congressional Plan, Popular Sovereignty. You may take any side that you wish in your editorial. Only a few titles for editorials have been included. You may select any other that you wish.

CHAPTER 10 OPTIONAL ACTIVITIES

1. Construct a poster that shows how England impressed our sailors before the War of 1812.
2. Draw a cartoon that shows how New England greeted the Embargo Act.
3. Draw a cartoon which brings out one of the reasons why we went to war with England in 1812.
4. By the use of a graph, cartoon, or poster show the effects of the troubles between England and France on American commerce.
5. Make a poster illustrating the foundations of our strong democratic government. Explain the poster to the class.
6. Webster and Calhoun held opposing views on State's Rights. Suppose that you are Mrs. Calhoun and on the day that Webster answers Senator Hayne you are sitting in the gallery of the United States Senate. Later that day you are going to a dinner party of some of your southern friends. What would you tell them about the Senator's speech?
7. Imagine that you lived in Greenville, South Carolina during the years 1828 to 1833. After much thought you have come to the conclusion that the United States must protect its industries. You are called upon to address a meeting of plantation owners on some subject and during the question and answer period you are asked for your opinion on the tariff question. How would you justify the tariff to these men?
8. Imagine that you, a successful business man in Philadelphia, had a twin brother who was a plantation owner in Virginia. During the heated argument over the tariff you decide to write him a letter and in it you attempt to justify the Northern position on the tariff. What would you write?
9. The story of Texas is an interesting one. "Old Rough and Ready" and "Remember The Alamo" are phrases all of us remember. To make the story more clear construct a time chart which has its beginning in 1821 and end in 1845. At proper intervals on the chart and by the use of illustrated figures put the important events connected with the History of Texas.

5. Write an editorial on one of the following: The Missouri Compromise, Nullification by South Carolina, Exposition and Protest, The Compromise of 1850, The Kansas-Nebraska Act, Lincoln's attitude on slavery, The Lincoln Plan, The Congressional Plan, Popular Sovereignty. You may take any side that you wish in your editorial. Only a few titles for editorials have been included. You may select any other that you wish.

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10. Texas was under many flags. Make a series of paintings showing the flags. There were six in all - Spanish, French, Mexican, Texas Republic, Confederate and United States.
11. Here is a project for several students to work on. Construct a scrapbook in which you show the gains the United States made as a result of the Mexican War. It should contain a series of maps that will show the boundary changes as a result of the war, the states in whole or in part that have been made from the area gained, the relative size of your state to the area gained, the products grown and the resources found. Try to show how the area benefits you even though you do not live there. This can be done by a series of pictures showing what the area has that you use. You can draw pictures of irrigation projects that are used in the area. Think of other things about the area and include them in your scrapbook.
12. Construct a chart in which you show how living in the North differed from living in the South about the year 1850.
13. This is a problem in research and should interest a few of you. Go to the library and find the number in the House of Representatives and the Senate for the years 1790, 1800, 1810, 1820, 1830, 1840, and 1850. Find out how many in each branch of our Congress came from the North and the South. Then construct a chart using parallel columns to show the division in both Houses. Be ready to tell the class the years the South had more members, the North had more members and the years when it was a tie. This should be done for each House. When you have finished your report answer this question - Why was the South interested in keeping the Senate equal but had little or no concern over the House of Representatives?
14. You are a reporter for a Chicago paper and have been assigned the task of reporting the Lincoln-Douglas Debates. How would you report the Freeport Debate?
15. Draw cartoons illustrating the Dred Scott decision. One should show how the North greeted it and another should show the Southern viewpoint.
16. Construct a time graph in which you show the events that led up to the Civil War.
17. Make a series of posters which show a comparison of the strength of the North and South at the outset of the War.
18. Imagine that you fought in the Civil War on the Northern side and were wounded. While in the hospital, you had a chance to see the work of Clara Barton. Write a letter to your folks telling them of the wonderful work she was doing among the wounded.

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19. Draw a cartoon showing how the South felt about the blockade.
20. Draw a cartoon showing the battle between the Merrimac and the Monitor.
21. Write a letter to a Northern friend in which you defend the actions of the South following the war.
22. This activity should be completed by a group of students. Construct a Lincoln Scrapbook. In it include drawings and pictures of his early life, a drawing of the Lincoln Memorial, extracts from his writings and speeches, stories about the different phases of his life and any other items you wish to add.
23. Using No. 22 as a guide, construct a scrapbook on Robert E. Lee.
24. Draw a cartoon illustrating the problems of the negro after he obtained his freedom.
25. Draw a cartoon illustrating how the South felt about the Carpetbaggers.
26. You are a feature story writer for a Boston paper and have been assigned to do a series of stories on the reconstruction of the South. You decide as your first story to write about Sherman's march to the sea and so you travel over the route Sherman took. Write your story and include in it such things as eye witness reports, the ruins you see and what the people are doing to clean up the damage done by the Northern Army.
27. Much of the ill will between the North and the South began during the administration of Andrew Jackson. The North favored Nationalism and the South Sectionalism. List all of the things that happened during Jackson's administration that showed growth of Nationalism and those that showed growth of Sectionalism.
28. Contrary to belief the majority of farms in the South were not of the plantation type but the romantic appeal of the latter cannot be denied, and when many of them were destroyed during the Civil War the loss was difficult to determine. Draw a picture of a typical plantation during the 1850's in which you show the plantation house, the slave quarters, the slaves working in the fields and the cotton gin in action. In another picture show the same plantation ruined as a result of the war.
29. Construct a wall chart suitable to hang over the blackboards on one side of the room. On the chart paint or draw pictures showing the work done on a typical plantation. The first picture should show the slaves planting the cotton and the last scene should show the large bales of cotton being loaded on ships.

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30. Imagine that you are attending school in the South either just before the War began or just after it finished. You joined a Pen-Pal club and are corresponding with a girl or boy in England. Write a letter telling of conditions in your homeland.
31. Hold a panel discussion on one of the following topics: Slavery is not inhuman, The war could have been prevented, Slavery was not profitable, The South would have done away with slavery if given the chance, or Agriculture is more important to a country than Industry.
32. Make a comparison of the North and South as to the way the people lived, area, methods of earning a living, population, wealth, transportation facilities and number of states in 1830 and in 1860.
33. From 1861 to 1865 there were two men Presidents in the area now called the United States. Make a comparison of these men using the following: date of birth, education, positions held in public life, attitude toward slavery, attitude toward the union, and place in history.
34. This is a project for the entire class. Divide the class into committees and have each committee look up one of the battles of the Civil War and report on it before the class.
35. Construct a Who's Who of men and women connected with the Civil War. One list should include those people who aided the North while the other should include people who helped the South. Write a brief statement about each.
36. Using your own ideas how would you answer this question. Suppose Lincoln had not been killed?
37. By consulting Encyclopedias and other appropriate books write a paper on the history of slavery.
38. Write an editorial entitled, "The Union Must Be Preserved."
39. Write and deliver a speech that can be applied today on the subject "Government of the People, by the People, for the People Shall Not Perish from the Earth."
40. Learn and recite to the class The Gettysburg Address.
41. Get together a quartet and sing to the class one or all of the following songs that were popular during the Civil War: "Dixie," "Tenting Tonight," "Just Before the Battle Mother," "Maryland, My Maryland," "Tramp, Tramp, Tramp, The Boys are Marching," "While We Were Marching through Georgia."

30. Imagine that you are attending school in the South either just before the war began or just after it finished. You joined a Pan-Pol club and are corresponding with a girl or boy in England. Write a letter telling of conditions in your homeland.
31. Hold a panel discussion on one of the following topics: Slavery is not humane. The war could have been prevented. Slavery was not profitable. The South would have done away with slavery if given the chance. Agriculture is more important to a country than industry.
32. Make a comparison of the North and South as to the way the people lived, area, methods of earning a living, population, wealth, transportation facilities and number of states in 1860 and in 1880.
33. From 1861 to 1865 there were two men Presidents in the area now called the United States. Make a comparison of these men using the following: date of birth, education, positions held in public life, attitude toward slavery, attitude toward the union, and place in history.
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42. You have been assigned to cover the surrender of Lee by your newspaper. Write the story.
43. You are a newspaper man and are present the night Lincoln was shot at Ford Theater. Write the story.
44. Imagine yourself a Southern boy or girl. Write in your diary your experiences and your impressions of the Northern army.
45. Write news items for a Boston paper before and after the battle of Gettysburg.
46. Make cartoons to represent Division and Reunion.
47. Continue Optional Activity No. 23 in Unit 2.

CHAPTER 11 MY JOURNEY IN BOOKS

SUSANNA AND TRISTRAM by Marjorie H. Allee

The story of how a Quaker girl assists in the work of the underground railroad.

TEXAN SCOUTS: A STORY OF THE ALAMO AND GOLIAD by J. A. Altsheler

Crockett, Bowie and Santa Anna play exciting roles in the story of the independence of Texas.

THE PERFECT TRIBUTE by Mary R. Andrews

The story of Lincoln's Gettysburg Address.

MARCHING ON by James Boyd

This book tells of the exciting adventures of a Southern soldier during the Civil War.

ABRAHAM LINCOLN by James H. Daugherty

Here you can find in addition to an interesting story about Lincoln, many of his letters and speeches.

STONEWALL by Julia Davis

The exciting story of one of the South's greatest generals.

LIFE OF ROBERT E. LEE FOR BOYS AND GIRLS by J. G. and M. T. Hamilton

Another great story of a great man, a man whom all Americans respect.

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44. Imagine yourself a Southern boy or girl. Write in your diary your experiences and your impressions of the Northern army.

45. Write news items for a Boston paper before and after the battle of Gettysburg.

46. Make cartoons to represent Division and Union.

47. Continue Optional Activity No. 23 at Unit 2.

CHAPTER II MY JOURNEY IN BOOKS

SHAWANNA AND TRISTRAM by Marjorie H. Allen

The story of how a Yankee girl assists in the work of the underground railroad.

TRISTRAM STOUT: A STORY OF THE ALAMO AND GOLIAD by J. A. Alford

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LUCINDA: A LITTLE GIRL OF 1860 by Mabel L. Hunt

The story of a Quaker girl during the Civil War.

SIX FEET SIX by Bessie James

A biography of Sam Houston who did so much in Texas' battle for independence.

HENRY CLAY by Barbara Mayo

A biography of a great American and one who was one of its leaders for over 40 years.

GRAY KNIGHT by Belle Moses

The biography of the greatest of all southern soldiers, General Robert E. Lee.

THE BOY'S LIFE OF ULYSSES S. GRANT by Helen Nicolay

Here you will find the exciting adventures of the man who led the Northern army during the Civil War.

THE LITTLE GIANT: THE STORY OF STEPHEN A DOUGLAS by J. C. Nolan

An interesting book that shows the rivalry and friendships of two outstanding American leaders - Douglas and Lincoln.

THE STORY OF CLARA BARTON OF THE RED CROSS by J. C. Nolan

The life of the founder of the Red Cross and of her valuable work during the Civil War.

CLARA BARTON by Mildred M. Pace

The story of a woman who served in the Civil War as a nurse and later founded the American Red Cross.

TWO LITTLE CONFEDERATES by Thomas N. Page

The story of two boys on a Virginia Plantation during the war.

DAVY CROCKETT by Constance M. Rourke

The hero of the Alamo and a great Texan hero makes a very exciting story.

LUCINDA: A LITTLE GIRL OF 1860 by Isabel L. Hunt

The story of a Quaker girl during the Civil War.

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The biography of the greatest of all southern soldiers, General Robert E. Lee.

THE BOY'S LIFE IN UNCLE SAM'S ARMY by Helen Nicolay

Here you will find the exciting adventures of the man who led the Northern army during the Civil War.

THE LITTLE GEM: THE STORY OF STEPHEN A. DOUGLASS by J. C. Nolan

An interesting book that shows the rivalry and friendships of two outstanding American leaders - Douglas and Lincoln.

THE STORY OF CLARA BARTON OF THE RED CROSS by J. C. Nolan

The life of the founder of the Red Cross and of her valuable work during the Civil War.

CLARA BARTON by Mildred M. Pace

The story of a woman who served in the Civil War as a nurse and later founded the American Red Cross.

TWO LITTLE CONFEDERATES by Thomas M. Pogo

The story of two boys on a Virginia plantation during the war.

DAVE CROCKETT by Constance M. Rourke

The hero of the Alamo and a great Texan hero makes a very exciting story.

ABE LINCOLN GROWS UP by Carl Sandburg

A delightful story of Lincoln's youth.

WHITE GOLD by Victor Schoffelmayer

An excellent account of the South and its cotton.

WORDS OF STEEL: THE STORY OF A GETTYSBURG BOY by Elsie Singmaster

The story of John Deane during the Civil War.

RAILROAD TO FREEDOM: A STORY OF THE CIVIL WAR by H. H. Swift

The story of a girl who escapes from slavery and then helps over 300 of her people to find freedom by way of the underground railroad.

UP FROM SLAVERY by Booker T. Washington

An excellent story of a negro boy's struggle after he had obtained his freedom.

THE STORY OF THE CIVIL WAR

A HISTORY OF THE CIVIL WAR

THE STORY OF THE CIVIL WAR

THE STORY OF THE CIVIL WAR

THE STORY OF THE CIVIL WAR

THE STORY OF THE CIVIL WAR

THE STORY OF THE CIVIL WAR

THE STORY OF THE CIVIL WAR

THE STORY OF THE CIVIL WAR

THE STORY OF THE CIVIL WAR

UNIT 4

EARLY EXPANSION AND CONQUEST 1787 - 1853

CHAPTER 1 WHO'S WHO AMONG THE BUILDERS OF AMERICA

| | |
|-------------------------|------------------|
| Astor, John Jacob | Madison, James |
| Austin, Stephen | Monroe, James |
| Bonaparte, Napoleon | Pike, Zebulon |
| Burr, Aaron | Pinckney, C. C. |
| Calhoun, John C. | Randolph, John |
| Clark, William | Red Cloud |
| Clay, Henry | Russell, Charles |
| Custer, General | Sevier, John |
| Gray, Robert | Sitting Bull |
| Harrison, William Henry | Smith, Joseph |
| Houston, Sam | Sutter, John A. |
| Jefferson, Thomas | Tecumseh |
| Kearney, Stephen | Webster, Daniel |
| Lewis, Meriwether | Whitman, Marcus |
| Livingston, Robert | Young, Brigham |

CHAPTER 2 EVENTS, WORDS, AND PHRASES WORTH REMEMBERING

| | |
|----------------------|---------------------|
| Bullwackers | Northwest Ordinance |
| Desert | Pony Express |
| Fifty Four Forty | Prairie |
| Foothills | Reservation |
| Forty Niners | Sod House |
| Forty Ninth Parallel | Stockade |
| Frontier | Sutters Mill |
| Great Plains | Territory |
| Hundredth Parallel | Vigilance Committee |
| Mormons | |

CHAPTER 3 AMERICA'S PROGRESS THROUGH TREATIES

1. In acquiring land the United States has signed a number of treaties with several different countries. The treaties are such that they do not have to be told in detail but certain facts are necessary. It is suggested that you do the work for this Chapter in the form of a chart of parallel columns. The first column should contain the area acquired; the second, the country we acquired it from; the third, the year; the fourth, the method of acquisition; and the last, any interesting remarks. You should confine the land acquired to the United States proper. Another Unit will deal with land acquired outside the United States.

UNIT 1

EARLY EXPANSION AND CONQUEST 1787 - 1832

CHAPTER 1 WHO'S WHO AMONG THE BUILDERS OF AMERICA

| | |
|-------------------------|------------------|
| Astor, John Jacob | Madison, James |
| Austin, Stephen | Monroe, James |
| Bancroft, Nathaniel | Pike, Zebulon |
| Barr, Aaron | Pinckney, C. C. |
| Calhoun, John C. | Randolph, John |
| Clerk, William | Red Cloud |
| Clay, Henry | Russell, Charles |
| Crocker, George | Sevier, John |
| Crocker, Robert | Slitting Bull |
| Harrison, William Henry | Smith, Joseph |
| Hemlock, Sam | Sutter, John A. |
| Jackson, Thomas | Tennessee |
| Kearney, Stephen | Webster, Daniel |
| Leads, Margaret | Whitman, Marcus |
| Livingston, Robert | Young, Brigham |

CHAPTER 2 EVENTS, WORDS, AND PHRASES WORTH REMEMBERING

| | |
|----------------------|---------------------|
| Bullwinkle | Northwest Ordinance |
| Basin | Pony Express |
| Fifty-four forty | Prairie |
| Footnote | Reservation |
| Forty Niners | Red House |
| Forty Ninth Parallel | Stockade |
| Frontier | Sutter's Mill |
| Great Plains | Territory |
| Harlequin Parallel | Vigilance Committee |
| Horned | |

CHAPTER 3 AMERICA'S PROGRESS THROUGH TERRITORIES

1. In acquiring land the United States has signed a number of treaties with several different countries. The treaties are such that they do not have to be told in detail but certain facts are necessary. It is suggested that you do the work for this Chapter in the form of a chart of parallel columns. The first column should contain the area acquired; the second, the country we acquired it from; the third, the year; the fourth, the method of acquisition; and the last, any interesting remarks. You should make the land acquired to the United States proper. Another fact will deal with land acquired outside the United States.

As you read the various books dealing with this unit, you will find that nearly every book devotes quite a bit of space to the Indians. You will recall from earlier units that the Indian lived on the Atlantic Sea Coast when the settlers of Jamestown and Plymouth arrived and perhaps you have wondered if in every case the Indian was deprived of his land through force. In many cases this was the chief method of settling the Indian problem. There are, however, many instances of more humane and more intelligent solutions. In Unit 1 you will recall William Penn's solution to the Indian problem and you can find, if you look, many similar instances in dealing with the Indians west of the Appalachian Mountains.

2. Go to the public library and request the librarian to show you books that deal with the Indian problem in America. In all probability you will find by running through the index, material that tells of the treaties between the White Men and the Indians. If the library has the source book entitled National Documents you will find such a treaty in its entirety. Read it and report your findings to the class. It is interesting to read and interesting to tell about.

CHAPTER 4 AMERICA'S PROGRESS SHOWN THROUGH MAPS AND CHARTS

I Part A Maps

1. EARLY WESTWARD EXPANSION 1789 - 1824

- a) Locate the original boundary of the United States as of 1783.
- b) Color the area purchased from France known as the Louisiana Purchase.

c) Name and locate the following:

- | | |
|-------------------|-------------------------------------------|
| a Cumberland Road | e Erie Canal |
| b Natchez Trace | f Route of the Lewis and Clark expedition |
| c Wilderness Road | g Route followed by Pike |
| d Cumberland Gap | h Southern Route |

d) Rivers:

- | | | |
|--------------|---------------|------------|
| a Ohio | f Illinois | k Missouri |
| b Mohawk | g Susquehanna | l Snake |
| c Wabash | h Watauga | m Columbia |
| d Delaware | i Tennessee | n Hudson |
| e Cumberland | j Mississippi | |

e) Places:

- | | | | |
|---------------|----------------|------------------|---------------|
| a Pike's Peak | g Boonesboro | n Vandalia | t Buffalo |
| b Albany | h Cumberland | o Harrodsburg | u Marietta |
| c Natchez | i Wheeling | p Tippecanoe | v New Orleans |
| d Nashville | k Columbus | q Chicago | |
| e Columbia | l Indianapolis | r Fallen Timbers | |
| f St. Louis | m Terre Haute | s Detroit | |

As you read the various books dealing with this unit, you will find that nearly every book devotes quite a bit of space to the Indians. You will recall from earlier units that the Indians lived on the Atlantic Sea Coast when the settlers of Jamestown and Plymouth arrived and perhaps you have wondered if in every case the Indian was deprived of his land through force. In many cases this was the chief method of settling the Indian problem. There are, however, many instances of more humane and more intelligent solutions. In Unit I you will recall William Penn's solution to the Indian problem and you can find, if you look, many similar instances in dealing with the Indians west of the Appalachian Mountains.

2. Go to the public library and request the librarian to show you books that deal with the Indian problem in America. In all probability you will find by running through the index, material that tells of the treaties between the White Men and the Indians. If the library has the source book entitled National Documents you will find such a treasury in its entirety. Read it and report your findings to the class. It is interesting to read and interesting to tell about.

CHAPTER 4 AMERICA'S PROGRESS SHOWN THROUGH MAPS AND CHARTS

I Part A Maps

1. EARLY WESTWARD EXPANSION 1783 - 1824

a) Locate the original boundary of the United States as of 1783.

b) Color the area purchased from France known as the Louisiana Purchase.

c) Name and locate the following:

- | | |
|-------------------------------------------|-------------------|
| a Erie Canal | a Cumberland Road |
| f Route of the Lewis and Clark expedition | b Natchez Trace |
| g Route followed by the Southern Route | c Wilderness Road |
| | d Cumberland Gap |

d) Rivers:

- | | | |
|------------|---------------|--------------|
| a Missouri | f Illinois | e Cumberland |
| i Snake | g Susquehanna | a Ohio |
| m Columbia | h Kentucky | b Mahanock |
| n Hudson | i Tennessee | c Kansas |
| | j Mississippi | d Delaware |

e) Places:

- | | | | |
|---------------|------------------|----------------|---------------|
| f Atlanta | n Vandalia | g Boonesboro | e Pike's Peak |
| u Hartford | o Harrodsburg | h Cumberland | b Albany |
| v New Orleans | p Tippecanoe | i Wheeling | c Ketchikan |
| | q Chicago | k Columbus | d Nashville |
| | r Yellow Springs | l Indianapolis | e Columbia |
| | s Detroit | m Fort Meade | f St. Louis |

2. WESTWARD TO THE PACIFIC

- a) Locate and draw on a map of the United States the following trails:
- | | |
|------------------|----------------------|
| a Oregon Trail | e Spanish Trail |
| b Mormon Trail | f Southern Route |
| c Pony Express | g California Cut-off |
| d Santa Fe Trail | h California Trail |
| | i Gila Trail |
- b) Locate the following Forts and Towns:
- | | | |
|-------------------|-------------------|-----------------------------|
| a Astoria | j Council Bluffs | s Los Angeles |
| b Portland | k Ft. Leavenworth | t Salt Lake City |
| c Ft. Walla Walla | l St. Louis | u San Diego |
| d Ft. Hall | m Ft. Dodge | v Monterey |
| e Ft. Bridger | n Bent's Fort | w San Francisco |
| f Ft. Laramie | o Santa Fe | x Sacramento(Sutter's Fort) |
| g Ft. Kearney | p Las Vegas | y Carson City |
| h Independence | q El Paso | z South Pass |
| i Omaha | r Ft. Yuma | |
- c) Locate the following Rivers:
- | | |
|----------------|------------|
| a North Platte | f Humboldt |
| b Arkansas | g Snake |
| c Rio Grande | h Columbia |
| d Gila | i Colorado |
| e Sacramento | j Pecos |

3. THE CANAL ERA

- a) On a map of the eastern section of the United States locate and name the following canals:
- | | |
|-----------------------|-------------------|
| a Erie | e Pennsylvania |
| b Delaware & Raritan | f Ohio and Erie |
| c Middlesex | g Miami and Erie |
| d Chesapeake and Ohio | h Wabash and Erie |
- b) Locate the following Rivers:
- | | | |
|---------------|-------------|-------------|
| a Mohawk | e Juniata | i Maumee |
| b Merrimac | f Potomac | j Scioto |
| c Delaware | g Allegheny | k Wabash |
| d Susquehanna | h Ohio | l Lake Erie |

4. INDIAN COUNTRY

- a) On a map of the western section of the United States locate the following Indian Tribes. One excellent reference book is "THE RISE OF OUR FREE NATION" by McGuire and Portwood.

2. WESTWARD TO THE PACIFIC

a) On a map of the western section of the United States locate the following trails:

- | | |
|-------------------------|-------------------|
| 1. Santa Fe Trail | 4. Santa Fe Trail |
| 2. California Trail | 5. Oregon Trail |
| 3. California Sub-Trail | 6. Mormon Trail |
| 7. Spanish Trail | |

b) Locate the following forts and towns:

- | | |
|-------------|--------------|
| 1. Santa Fe | 10. Santa Fe |
| 2. Santa Fe | 11. Santa Fe |
| 3. Santa Fe | 12. Santa Fe |
| 4. Santa Fe | 13. Santa Fe |
| 5. Santa Fe | 14. Santa Fe |
| 6. Santa Fe | 15. Santa Fe |
| 7. Santa Fe | 16. Santa Fe |
| 8. Santa Fe | 17. Santa Fe |
| 9. Santa Fe | 18. Santa Fe |

c) Locate the following rivers:

- | | |
|--------------|--------------|
| 1. Colorado | 4. Colorado |
| 2. Colorado | 5. Colorado |
| 3. Colorado | 6. Colorado |
| 4. Colorado | 7. Colorado |
| 5. Colorado | 8. Colorado |
| 6. Colorado | 9. Colorado |
| 7. Colorado | 10. Colorado |
| 8. Colorado | 11. Colorado |
| 9. Colorado | 12. Colorado |
| 10. Colorado | 13. Colorado |
| 11. Colorado | 14. Colorado |
| 12. Colorado | 15. Colorado |
| 13. Colorado | 16. Colorado |
| 14. Colorado | 17. Colorado |
| 15. Colorado | 18. Colorado |

3. THE CANAL ZONE

a) On a map of the eastern section of the United States locate and name the following canals:

- | | |
|----------|----------|
| 1. Erie | 4. Erie |
| 2. Erie | 5. Erie |
| 3. Erie | 6. Erie |
| 4. Erie | 7. Erie |
| 5. Erie | 8. Erie |
| 6. Erie | 9. Erie |
| 7. Erie | 10. Erie |
| 8. Erie | 11. Erie |
| 9. Erie | 12. Erie |
| 10. Erie | 13. Erie |
| 11. Erie | 14. Erie |
| 12. Erie | 15. Erie |
| 13. Erie | 16. Erie |
| 14. Erie | 17. Erie |
| 15. Erie | 18. Erie |

b) Locate the following rivers:

- | | |
|----------|----------|
| 1. Erie | 4. Erie |
| 2. Erie | 5. Erie |
| 3. Erie | 6. Erie |
| 4. Erie | 7. Erie |
| 5. Erie | 8. Erie |
| 6. Erie | 9. Erie |
| 7. Erie | 10. Erie |
| 8. Erie | 11. Erie |
| 9. Erie | 12. Erie |
| 10. Erie | 13. Erie |
| 11. Erie | 14. Erie |
| 12. Erie | 15. Erie |
| 13. Erie | 16. Erie |
| 14. Erie | 17. Erie |
| 15. Erie | 18. Erie |

4. INDIAN COUNTRY

a) On a map of the western section of the United States locate the following Indian tribes. Use excellent reference book is "The Five Civilized Tribes" by Macmillan and Co.

| | | |
|---------------|-------------|-------------|
| a Chinooks | i Apaches | q Cheyennes |
| b Walla Walla | j Utes | r Crows |
| c Modocs | k Comanches | s Sioux |
| d Diggers | l Wacos | t Iowas |
| e Mojaves | m Caddo | u Dakotas |
| f Shoshones | n Osage | v Blackfeet |
| g Pimas | o Arapaho | w Nez Perce |
| h Hopi | p Pawnees | |

b) Shade in the principal Indian Reservations in the West today.

5. STATEHOOD IN THE WEST

- a) Show the territorial divisions of land west of the Mississippi River as of 1853. Shade in the area purchased from France in 1803.
- b) Indicate when each state west of the Mississippi River entered the Union. Beneath the name of each state draw a blue line to indicate those states that entered the Union before the Civil War, a red line to indicate those states that entered the Union from 1861 to 1900, and a green line to indicate those states that entered the Union after 1900. Tabulate in one corner of your map the number in each division.
- c) Locate and name the state capitol for each state.

II Part B Charts

1. Using a Geography Book as a reference find the number of square miles in the United States and place the figure in a column. Next to this column list the number of square miles each territory we added contained. Which is the largest? Which is the smallest?
2. Using the Census Reports, list the increase in population for each state west of the Mississippi River by ten year periods starting with the Census of 1850. Which State has had the fastest growth? What do you think caused this? Do you think that any of the Western states will ever approach the population of New York? Why do you think so many people migrated to California, Oregon and Washington following World War II?

CHAPTER 5 PRESIDENTS IN REVIEW

Continue your chart on the Presidents which you started in Unit 2. Add to it the events which happened in this Unit under the appropriate Presidents. The vast majority of the events will be placed in the column, "We grow through Democracy", while the remaining ones will be placed in the column "Our Expansion and Growth in Industry and Agriculture."

| | | |
|----------------|--------------|--------------|
| a. Unimoda | i. Apaches | d. Cheyennes |
| o. Wells Wells | j. Utes | r. Grows |
| e. Modoc | k. Comanches | s. Sioux |
| d. Big Horn | l. Navajo | t. Kiowa |
| e. Mojaves | m. Gadsden | u. Lakotas |
| f. Shoshones | n. Goshute | v. Blackfeet |
| g. Kiowa | o. Arapaho | w. Nez Perce |
| h. Hopi | p. Pawnee | |

b) Shade in the principal Indian Reservations in the West today.

2. STATEMENT IN THE WEST

a) Show the territorial divisions of land west of the Mississippi River as of 1850. Shade in the area purchased from France in 1803.

b) Indicate upon each state west of the Mississippi River entered the Union. beneath the name of each state draw a line to indicate those states that entered the Union before the Civil War, a red line to indicate those states that entered the Union from 1861 to 1900, and a green line to indicate those states that entered the Union after 1900. Tabulate in one corner of your map the number in each division.

c) Locate and name the state capital for each state.

II Part B Charts

1. Using a Geography Book as a reference find the number of square miles in the United States and place the figure in a column. Next to this column list the number of square miles each territory we added contained. Which is the largest? Which is the smallest?

2. Using the Census Reports, list the increase in population for each state west of the Mississippi River by ten year periods starting with the Census of 1850. Which State has had the fastest growth? What do you think caused this? Do you think that any of the western states will ever approach the population of New York? Why do you think so many people migrated to California, Oregon and Washington following World War II?

CHAPTER 2 PRESIDENTS IN REVIEW

Continue your chart on the Presidents which you started in Unit 2. Add to it the events which happened in this Unit under the appropriate President. The vast majority of the events will be placed in the column, "The growth through Democracy", while the remaining ones will be placed in the column "The Expansion and Growth in Industry and Agriculture".

CHAPTER 6 DEPRESSIONS AND THEIR CAUSES

During the period that this Unit covers, there occurred two major depressions; one in 1819 and the other in 1837. These depressions were caused in part by our expansion. As you work on this Unit, jot down all the causes of these depressions which you believe were caused in one way or another as a result of our expansion activities. Save these notes as you will use them in Unit 5 for in that Unit Depressions occupy a major position.

The main objective for beginning the study here is to show you that many things cause a depression. Each cause taken alone is not enough but when all the items are put together you have the formation of one. It is your task here to find all the items connected with our expansion and conquest that helped lead to a depression.

CHAPTER 7 MY LIST OF TWENTY-FIVE INVENTIONS THAT HAVE HELPED AMERICA'S PROGRESS

Continue your list of inventions which you started in Unit 1. In this Unit you should find many inventions that have aided America in its progress.

CHAPTER 8 MY LIST OF OUR MAIN SOCIAL PROBLEMS AND MY IDEA AS TO THEIR SOLUTION

In this Unit you should find several social problems that have been caused by our expansion and conquest. Most of them have been solved but there are those that still must be solved. As you work on this Unit try to determine which have been solved and which still require solving. You will find that class discussion will also help you to find them.

Make a list of all problems you find. Find out as much as you can about each one of them and then try to give your ideas as to the best solutions. Class discussions will help you here.

CHAPTER 9 SPECIAL REPORTS

1. Write an essay on as many men as you wish in Chapter 1 of this Unit. Attempt to write on men who have made definite contributions to America's progress. Be sure to bring out these contributions.
2. Contrast some of the men in Chapter 1 of this Unit with those in the other units. Determine which of the men you are writing about made the greatest contributions to American History and give your reasons why.

CHAPTER 8 DEPRESSIONS AND THEIR CAUSES

During the period that this Unit covers, there occurred two major depressions: one in 1819 and the other in 1857. These depressions were caused in part by our expansion. As you work on this Unit, get down all the causes of these depressions which you believe were caused in one way or another as a result of our expansion activities. Have these notes as you will use them in Unit 9 for in that Unit, depressions occupy a major position.

The main objective for beginning the study here is to show you that many things cause a depression. Each cause taken alone is not enough but when all the items are put together you have the formation of one. It is your task here to find all the items connected with our expansion and compare that helped lead to a depression.

CHAPTER 9 MY LIST OF TWENTY-FIVE INVENTIONS THAT HAVE HELPED AMERICA'S PROGRESS

Continue your list of inventions which you started in Unit 1. In this Unit you should find many inventions that have aided America in her progress.

CHAPTER 10 MY LIST OF OUR MAIN SOCIAL PROBLEMS AND MY IDEAS AS TO THEIR SOLUTION

In this Unit you should find several social problems that have been caused by our expansion and conquest. Most of them have been solved but there are those that still must be solved. As you work on this Unit try to determine which have been solved and which still require solving. You will find that class discussion will also help you to find them.

Make a list of all problems you find. Find out as much as you can about each one of them and then try to give your ideas as to the best solutions. Ideas discarded will help you more.

CHAPTER 11 SPECIAL REPORTS

1. Write an essay on as many men as you wish in Chapter 1 of this Unit. Attempt to write on men who have made definite contributions to America's progress. Be sure to bring out these contributions.
2. Contrast some of the men in Chapter 1 of this Unit with those in the other units. Determine which of the men you are writing about made the greatest contributions to American history and give your reasons why.

3. Look up and report to the class in as great a detail as possible the history of one of the Indian tribes west of the Mississippi River. One tribe on which there is a great deal of material is the Navajo.
4. Write an essay on the importance of the West to the growth of the United States.
5. Write an essay on the products obtained from the land purchased from France in 1803.
6. Write an essay on how slavery, as much a social problem as it was an economic one, became one of our major problems in the first half of the nineteenth century as a result of our expansion.

CHAPTER 10 OPTIONAL ACTIVITIES

1. We have all seen pictures of Indian Medicine men dancing around a sick Indian and many of us wonder why they wear the weird costumes that they do. The story would be an interesting one. Go to the library and ask the librarian to show you some books that will tell you about the Medicine Men and report your findings to the class.
2. Many of you are Boy Scouts. In your handbooks there are pictures of fire building by the use of two sticks, the method of fire building used by the Indians. Look up these pictures and explain how the Indians started their fires. You can demonstrate it if you wish.
3. Go to the library and report on the subject "The Sports of the American Indians." Report your findings to the class.
4. Make colored sketches which illustrate Indian art. Some of you may have the hobby of making articles out of leather. You may be surprised to know that the methods you use to make articles is very similar to those used by the Indians. Bring some of your work to school and show it to the class.
5. Construct a model of a covered wagon. Two students can work on this project. One can construct a covered wagon such as was used on the Oregon trail while another can build a Conestoga Wagon.
6. Make a poster entitled "California or Bust".
7. Here is an activity to test your knowledge of places. See how many of them you can answer?
 - a) Was Fort Walla Walla located on the Oregon Trail in the same place that Walla Walla, Washington is today?
 - b) Could you go into the West today and visit Dodge City, and Fort Dodge?
 - c) What is the name of the community where Sutter's Mill was located?
 - d) Locate Laramie, Wyoming. Is it located on the same site as was Fort Laramie?

3. Look up and report to the class in as great a detail as possible the history of one of the Indian tribes west of the Mississippi River. One tribe on which there is a great deal of material is the Navajo.
4. Write an essay on the importance of the West to the growth of the United States.
5. Write an essay on the products obtained from the land purchased from France in 1803.
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CHAPTER 10. OPTIMAL ACTIVITIES

1. We have all seen pictures of Indian Medicine men dancing around a stick Indian and many of us wonder why they wear the weird costumes that they do. The story would be an interesting one. Go to the library and ask the librarian to show you some books that will tell you about the Medicine Man and report your findings to the class.
2. Many of you are Boy Scouts. In your handbooks there are pictures of the building by the use of two sides, the method of the building used by the Indians. Look up these pictures and explain how the Indians started their lines. You can demonstrate it if you wish.
3. Go to the library and report on the subject "The Sports of the American Indians." Report your findings to the class.
4. Make colored sketches which illustrate Indian art. Some of you may have the hobby of making articles out of leather. You may be surprised to know that the methods you use to make articles is very similar to those used by the Indians. Bring some of your work to school and show it to the class.
5. Construct a model of a covered wagon. Two students can work on this project. One can construct a covered wagon such as was used on the Oregon trail while another can build a Comstock wagon.
6. Make a poster entitled "California or Bust".
7. Here is an activity to test your knowledge of places. See how many of them you can answer:
 - a) Was Fort Walla Walla located on the Oregon Trail in the same place that Walla Walla, Washington is today?
 - b) Could you go into the West today and visit Dodge City, and Fort Dodge?
 - c) What is the name of the community where Sutter's Mill was located?
 - d) Locate Laramie, Wyoming. Is it located on the same site as was Fort Laramie?

8. Construct a poster advertising for Pony Express Riders.
9. Make a booklet composed of pictures, drawings and written material on a Western Fort. In one of your drawings try to picture an Indian attack on the Fort.
10. Secure a road map of the United States from a local gasoline station. Compare the number of roads that lead to the Pacific Coast with your map of Westward Trails. Also compare it with the maps of Air Routes and Railroad lines that can be found in almost all of your textbooks. What comparisons can you make?
11. Draw a cartoon in which you contrast the man of the East with the man of the West.
12. Construct a poster in which you show the growth of American democracy in the West.
13. Make a drawing of a frontier home.
14. Make a drawing of how land was surveyed under the Northwest Ordinance. Show how Townships were laid out. Color one area to represent the land devoted to a school.
15. Show by the use of an outline how an area of western land became a territory and later a state.
16. Make a drawing of a Sod Hut.
17. By the use of a series of pictures which can extend the entire width of the room, show the Oregon Trail. A geography book will help you to determine where the mountains, Great Plains and foothills are. Be sure to include in your pictures the Forts and Indian tribes along the trail.
18. List all the items you can think of to show the influence of the West on our social, economic and political history.
19. Make a poster entitled "Go West Young Man".
20. Draw a cartoon of the hardships the people faced while moving west.
21. Write an editorial on the subject "The New Frontier".
22. In chart form compare the first Westward Movement with the advance after the Civil War.
23. Imagine you were chairman of a Senate Committee sent out to investigate the need of buying a strip of land known as the Gadsden Purchase. What would you tell the Senate on your arrival back in Washington?

8. Construct a poster advertising for Pony Express Riders.
9. Make a booklet composed of pictures, drawings and written material on a Western Fort. In one of your drawings try to picture an Indian attack on the Fort.
10. Secure a road map of the United States from a local gasoline station. Compare the number of roads that lead to the Pacific Coast with your map of Western Trails. Also compare it with the maps of Air Routes and Railroad lines that can be found in almost all of your textbooks. What comparisons can you make?
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12. Construct a poster in which you show the growth of American democracy in the West.
13. Make a drawing of a frontier home.
14. Make a drawing of how land was surveyed under the Northwest Ordinance. Show how townships were laid out. Color one area to represent the land devoted to a school.
15. Show by the use of an outline how an area of western land became a territory and later a state.
16. Make a drawing of a Gold Mine.
17. By the use of a series of pictures which can extend the entire width of the room, show the Oregon Trail. A geography book will help you to determine where the mountains, Great Plains and foothills are. Be sure to include in your pictures the forts and Indian tribes along the trail.
18. List all the items you can think of to show the influence of the West on our social, economic and political history.
19. Make a poster entitled "Go West Young Man".
20. Draw a cartoon of the hardships the people faced while moving west.
21. Write an editorial on the subject "The New Frontier".
22. In chart form compare the first Western Movement with the advance after the Civil War.
23. Imagine you were chairman of a Senate Committee sent out to investigate the need of buying a strip of land known as the Gadsden Purchase. What would you tell the Senate on your arrival back in Washington?

24. Make a series of diary recordings of your meetings with the French on the purchase of Louisiana.
25. Write a letter to your father in Boston of a trip along the Oregon Trail as you moved your family into the West.
26. Imagine that you are a Pony Express rider and have come home to St. Louis for a month's vacation. You are asked to speak before a Church group. What would you tell them?
27. Report to the class on the importance of the Mormons to Westward expansion.
28. Imagine that you are an Indian Chief and a meeting has been arranged between the White men and members of your tribe. You are the chief spokesman. What would you tell the White men in an attempt to make them stop taking your land?
29. Report to the class on the Indian battle in which General Custer lost his life.
30. Write a letter home to your folks in Philadelphia on what life was like in San Francisco in 1850.
31. Continue Optional Activity No. 47 in Unit 3.

CHAPTER 11 MY JOURNEY IN BOOKS

A HOUSE OF HER OWN by Marjorie H. Allee

Here you will find what pioneer life was like in early Indiana.

PECOS BILL by J. C. Bowman

A collection of adventure tales about cowboys, Indians and cattle round-ups.

CADDIE WOODLAWN by C. R. Brink

The story of two brothers and their sister on the Wisconsin frontier.

CHILDREN OF THE COVERED WAGON by Mary J. Carr

This book is based on the actual experience of settlers who traveled from Missouri to Oregon.

THE ADVENTURES OF BUFFALO BILL by William F. Cody

An account by the author of his life.

24. Make a series of diary recordings of your meetings with the French on the purchase of Louisiana.
25. Write a letter to your father in Boston of a trip along the Oregon Trail as you moved your family into the West.
26. Imagine that you are a Pony Express rider and have come home to St. Louis for a month's vacation. You are asked to speak before a church group. What would you tell them?
27. Report to the class on the importance of the Mormons to Westward expansion.
28. Imagine that you are an Indian Chief and a meeting has been arranged between the White man and members of your tribe. You are the chief spokesman. What would you tell the White man in an attempt to make them stop taking your land?
29. Report to the class on the Indian battle in which General Custer lost his life.
30. Write a letter home to your folks in Philadelphia on what life was like in San Francisco in 1850.
31. Continue Optional Activity No. 47 in Unit 5.

CHAPTER II MY JOURNEY IN BOOKS

A HOUSE ON HILL ONE by Marguerite H. Albee

Here you will find what pioneer life was like in early Indiana.

PAGES FILL BY J. C. Bowman

A collection of adventures tales about cowboys, Indians and cattle round-ups.

GABRIEL MOONLARK by C. E. Strick

The story of two brothers and their sister on the Wisconsin frontier.

CHILDREN OF THE COVERED WAGON by Mary J. Carr

This book is based on the actual experience of settlers who traveled from Missouri to Oregon.

THE ADVENTURES OF HUBBARD FILL by William F. Cody

An account by the author of his life.

DANIEL BOONE by James Daugherty

The story of a great American pioneer who helped blaze the first of our Westward trails.

NO OTHER WHITE MEN by Julia Davis

This is a story of the Lewis and Clark expedition.

BUTTERFLY SHAWL: A STORY OF SPANISH CALIFORNIA by Kenneth R. Goodridge

California range life in the 1800's makes an exciting adventure story.

THE PONY EXPRESS GOES THROUGH: AN AMERICAN SAGA TOLD BY ITS HEROES by Howard R. Griggs

The title of this book needs no explanation.

DROVERS EAST by Pitt L. Fitzgerald

The story of cowboys driving cattle from Ohio to Baltimore.

MOCCASIN TRAIL by Reed Fulton

The adventures of a boy who followed the trail taken by Kit Carson.

CUSTER, FIGHTER OF THE PLAINS by Shannon Garst

This is the life story of a great Indian fighter.

ROLLING WHEELS by Katherine Grey

By covered wagon from Indiana to California in the Gold Rush days is the plot of this story.

THESE UNITED STATES AND HOW THEY CAME TO BE by Gertrude Hartman

You will find several chapters in this book that tell vividly of the population moving westward.

WHEELS TOWARD THE WEST by Hildegard Hawthorne

The exciting story of Kit Carson and the Wagon Trail to Santa Fe.

TREE IN THE TRAIL by H. C. Holling

Interesting events on the Santa Fe Trail are found in this book.

HO FOR CALIFORNIA by Enid Johnson and Anne M. Peck

The story of San Francisco during the gold rush days.

PAVILION BOYS by James Langhorne

The story of a great American pioneer who helped blaze the first of our western trails.

NO OTHER WITNESS by Julia Davis

This is a story of the Lewis and Clark expedition.

SUTTERLY SHAWN: A STORY OF SPANISH CALIFORNIA by Kenneth R. Goodridge

California's early life in the 1800's makes an exciting adventure story.

THE PONY EXPRESS GOES THROUGH: AN AMERICAN SAGA TOLD BY ITS HEROES by

Howard A. Briggs

The title of this book needs no explanation.

PROVERBS EAST by First L. Fitzgerald

The story of cowboys driving cattle from Ohio to Baltimore.

MOGASHIN TRAIL by Ross Wilson

The adventures of a boy who followed the trail taken by Kit Carson.

CUSTER, FIGHTER OF THE PLAINS by Shannon Gurst

This is the life story of a great Indian fighter.

GOING WEST by Katherine Grey

By covered wagon from Indiana to California in the old days is the plot of this story.

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WHEELS TOWARD THE WEST by Elizabeth Hawthorne

The exciting story of Kit Carson and the wagon trail to Santa Fe.

TRAIL IN THE TRAIL by H. C. Holling

Interesting events on the Santa Fe trail are found in this book.

NO FOR CALIFORNIA by Emily Johnson and Anna M. Pack

The story of San Francisco during the gold rush days.

A-GOING TO THE WESTWARD by Lois Lenski

A family from Connecticut moves to Ohio around 1811.

JOURNEY CAKE by I. M. McKeekin

The adventure of six children on the Wilderness Trail in the 1790's.

BY WAGON AND FLATBOAT by Enid L. Meadowcraft

The adventure of a family who goes to Ohio using a Conestoga Wagon and a flatboat.

PRAIRIE ANCHORAGE by Marjorie Medary

The story of the Jamesons who traveled by train and steamer from their home in Nova Scotia to the West.

OX-TERM DAYS ON THE OREGON TRAIL by Ezra Meeker

The story of the author's trip over the famous trail.

SWIFT RIVERS by Cornelia L. Meigs

A well written book of a logging trip down the Mississippi.

YOUNG NORTHWEST by R. G. Montgomery

Here are stories of Lewis and Clark, missionaries and Indians interestingly told.

CHEROKEE TRAILS by G. W. Odgen

Adventurous frontier life and pioneer days in Kansas.

OLD SPAIN IN OUR SOUTHWEST BY Nina Otero

This book will tell you about the Spanish customs that are still found in our Southwest.

LONG WHARF: A STORY OF YOUNG SAN FRANCISCO by Howard Pease

A thrilling story of San Francisco during the days of the gold rush.

WAR PAINT AND POWDER-HORN by Vernon Quinn

An exciting story of the Santa Fe Trail.

GOLD SEEKERS OF '49 by E. S. Sabin

Here will be found the story of the rush to the gold field.

A-GOING TO THE WESTWARD by Iola Laski

A family from Connecticut moves to Ohio around 1811.

JOURNEY CANE by I. M. McKee

The adventure of six children on the Wilderness Trail in the 1790's.

BY WAGON AND FLETCHER by Edith L. Washburn

The adventure of a family who goes to Ohio using a Connecticut wagon and a flatboat.

PRAIRIE KNOWLEDGE by Marjorie Medary

The story of the Jamesons who traveled by train and steamer from their home in Nova Scotia to the West.

BY-THREE DAYS ON THE OREGON TRAIL by Kate Meeker

The story of the author's trip over the famous trail.

WEST RIVERS by Cornelia I. Meigs

A well written book of a logging trip down the Mississippi.

YOUNG WESTWARD by R. G. Montgomery

There are stories of Lewis and Clark, missionaries and Indians interestingly told.

CHEMUNEE TRAILS by G. W. Ogden

Adventurous frontier life and pioneer days in Kansas.

OLD SPAIN IN OUR SOUTHWEST by Elsie Otero

This book will tell you about the Spanish customs that are still found in our Southwest.

LONG WALK: A STORY OF YOUNG SAN FRANCISCO by Howard Pense

A thrilling story of San Francisco during the days of the gold rush.

SAN PAINT AND POWDER-HORN by Vernon Quinn

An exciting story of the Santa Fe Trail.

GOLD SMELTERS OF '49 by E. A. Sabie

Here will be found the story of the rush to the gold fields.

THE BOY'S LIFE OF KIT CARSON by Flora W. Seymour

The title explains the book.

THE BECKONING ROAD by Caroline D. Snedeker

The story of a journey from Nantucket to Indiana via Pittsburg in the early 1800's.

THOSE WHO DARED by C. H. Willis and L. S. Saunders

Interesting stories of the men who help build our West.

Blaine, James G.
Bloom, Daniel
Bryon, William Jennings
Byrd, Richard B.
Carnegie, Andrew
Carterright, Richard
Clay, Henry
Clinton, LeWitt
Cobb, Jay
Cooper, Peter
Covey, Jacob B.
Culver, Orville
Debs, Eugene V.
DeForest, Lee
Drake, E. L.
Dwyer, Charles
Elliott, Amelia
Ellison, George
Field, Cyrus F.
Fisk, John
Fitch, John
Ford, Henry
Frick, Henry Clay
Fuller, Robert
Gallatin, Albert
Gardner, Samuel
Goodyear, Charles
Grant, Jay
Grover, William
Hargraves, James
Harrison, E. H.
Hill, James J.
Hoe, Richard
Hoover, Herbert
Howe, Elias

Jarvis, Robert
Killebrew, Otto
Kimbrough, Charles A.
Lewis, John D.
Lowell, Francis
Macdonald
Mason, William G.
McDonald, Cyrus
Meyer, Daniel
Morgan, J. F.
Morse, Samuel F. B.
Murray, Philip
Newbold, Charles
Parlar, Alton B.
Parkins, Francis
Pulham, George
Radonfeller, John D.
Roosevelt, Franklin D.
Roosevelt, Nicholas
Roosevelt, Theodore
Schwab, Charles W.
Shaw, C. L.
Slater, Samuel
Stearns, Roland
Swift, G. F.
Tenderholt, Cornelius
Wallace, Henry
Watts, James
Warner, James B.
Westinghouse, George
Whitney, Eli
Wilson, Andrew
Wright Brothers

THE BOY'S LIFE OF KIT CARSON by Eliza F. Seymour.

The title explains its book.

THE SECONDING ROAD by Caroline D. Sandaker.

The story of a journey from Manchester to Indiana via Pittsburg in the early 1800's.

THOSE WHO DARED by C. H. Willis and L. C. Saunders.

Interesting stories of the men who helped build our West.

UNIT 5

INDUSTRIAL AND AGRICULTURAL EXPANSION 1776 - 1949

CHAPTER 1 WHO'S WHO AMONG THE BUILDERS OF AMERICA

Arkwright, Richard
 Armour, P. D.
 Bell, Alexander G.
 Biddle, Nicholas
 Blaine, James G.
 Boone, Daniel
 Bryan, William Jennings
 Byrd, Richard E.
 Carnegie, Andrew
 Cartwright, Edmund
 Clay, Henry
 Clinton, DeWitt
 Cooke, Jay
 Cooper, Peter
 Coxey, Jacob S.
 Daimler, Gottlieb
 Debs, Eugene V.
 DeForest, Lee
 Drake, E. L.
 Duryea, Charles
 Earhart, Amelia
 Edison, Thomas
 Field, Cyrus W.
 Fisk, Jim
 Fitch, John
 Ford, Henry
 Frick, Henry Clay
 Fulton, Robert
 Gallatin, Albert
 Gompers, Samuel
 Goodyear, Charles
 Gould, Jay
 Green, William
 Hargraves, James
 Harriman, E. H.
 Hill, James J.
 Hoe, Richard
 Hoover, Herbert
 Howe, Elias

Johnson, Hugh
 Kay, John
 Kelley, Oliver H.
 Kelly, William
 LaFollette, Robert
 Lilienthal, Otto
 Lindbergh, Charles A.
 Lewis, John L.
 Lowell, Francis
 Marconi
 McAdoo, William G.
 McCormick, Cyrus
 McKay, Daniel
 Morgan, J. P.
 Morse, Samuel F. B.
 Murray, Philip
 Newbold, Charles
 Parker, Alton B.
 Perkins, Francis
 Pullman, George
 Rockefeller, John D.
 Roosevelt, Franklin D.
 Roosevelt, Nicholas
 Roosevelt, Theodore
 Schwab, Charles M.
 Sholes, C. L.
 Slater, Samuel
 Stanford, Leland
 Swift, G. F.
 Vanderbilt, Cornelius
 Wallace, Henry
 Watt, James
 Weaver, James B.
 Westinghouse, George
 Whitney, Eli
 Wilson, Woodrow
 Wright Brothers

INDUSTRIAL AND AGRICULTURAL EXPANSION 1775 - 1845

CHAPTER I WHO'S WHO AMONG THE BUILDERS OF AMERICA

| | |
|--------------------------|-------------------------|
| Johnson, Hugh | Armstrong, Richard |
| Kay, John | Armstrong, S. D. |
| Kelley, Oliver B. | Bell, Alexander G. |
| Kelly, William | Biddle, Nicholas |
| Kellogg, Robert | Blaine, James G. |
| Killbuck, Otto | Boone, Daniel |
| Kilpatrick, Charles A. | Byron, William Jennings |
| Kirk, John I. | Byrd, Richard E. |
| Kissel, Francis | Carnegie, Andrew |
| Kirkman | Carter, Edmund |
| Kirkwood, William G. | Clay, Henry |
| Kirkpatrick, Cyrus | Clinch, Dewitt |
| Kirk, Daniel | Cochran, Jay |
| Kirk, J. P. | Cochran, Peter |
| Kirk, Samuel F. B. | Cooms, Jacob S. |
| Kirk, Philip | Cramer, Gottlieb |
| Kirk, Charles | Cobb, Eugene V. |
| Kirk, Alton B. | Coffey, Lee |
| Kirk, Francis | Cook, E. L. |
| Kirk, George | Cook, Charles |
| Kirkpatrick, John D. | Cook, Lewis |
| Kirkpatrick, Franklin D. | Cook, Thomas |
| Kirkpatrick, Nicholas | Craig, Cyrus W. |
| Kirkpatrick, Theodore | Craig, Jim |
| Kirkpatrick, Charles M. | Craig, John |
| Kirkpatrick, C. L. | Craig, Henry |
| Kirkpatrick, Samuel | Craig, Henry Clay |
| Kirkpatrick, Ireland | Craig, Robert |
| Kirkpatrick, D. F. | Craig, Albert |
| Kirkpatrick, Cornelius | Craig, Samuel |
| Kirkpatrick, Henry | Craig, Charles |
| Kirkpatrick, James | Craig, Jay |
| Kirkpatrick, James B. | Craig, William |
| Kirkpatrick, George | Craig, James |
| Kirkpatrick, Ed | Craig, E. B. |
| Kirkpatrick, William | Craig, James J. |
| Kirkpatrick, Robert | Craig, Richard |
| Kirkpatrick, Robert | Craig, Robert |
| | Craig, Elias |

CHAPTER 2 EVENTS, WORDS, AND PHRASES WORTH REMEMBERING

| | |
|---------------------------------------|---------------------------------------|
| Adamson Law | Corporations |
| Agriculture Adjustment Administration | Cotton Gin |
| Airplane | Coxey's Army |
| American Federation of Labor | Craft Union |
| American System (Clay's) | Credit |
| Arbitration | Credit Mobilier |
| Assembly line | Cumberland Road |
| Assumption Act | Currency Act |
| Automobile | Customs |
| "Bad Trusts" | Deflation |
| Baltimore and Ohio Railroad | Department of Agriculture |
| Bank Holiday | Department of Commerce |
| Banking Act of 1933 | Department of Labor |
| Beef Trust | Dingley Tariff |
| Bessemer Process | Dirigible |
| Big Stick | Division of Labor Standards |
| Bimetal Standard | Dole |
| Black Friday | Dollar devaluation |
| Blacklist | Dollar diplomacy |
| Bland-Allison Act | Drake's Folly |
| Blue Eagle | Economic imperialism |
| Board of Mediation | Elastic Currency |
| Bonus Pay (Calhoun's) | Elevated Railroad |
| Boycott | Elkins Act |
| "Brain Trust" | Embargo Act |
| Bureau of Labor Statistics | Emergency Transportation Act |
| Capitalistic System, The | Employer's Liability Laws |
| Central Pacific Railroad | Erie Canal |
| Check off | Esch-Cummins Transportation Act |
| Civil Aeronautics Act | Featherbedding |
| Civil Works Authority | Federal Coordinator of Transportation |
| Civilian Conservation Corps | Federal Deposit Insurance Corporation |
| Clayton Anti-Trust Act | Federal Reserve Act |
| "Clermont, The | Federal Trade Commission |
| Clipper ships | Fiat |
| Closed shop | First Bank of the United States |
| Cloverleaf intersection | Food Adulteration |
| Coal Barons | Fordney-McCumber Tariff |
| Codes | Free Silver |
| Collective Bargaining | Free Trade |
| Colonial British Tariffs | Frenzied Finance |
| Company Unions | Gold Standard |
| Comstock Lode | "Good Trusts" |
| Conestoga Wagon | Granger Laws |
| Congress of Industrial Organization | Great Northern Railroad |
| Conservation | Great Western |
| Continental Currency | Greenback Party |
| Corduroy Roads | Gresham's Law |

CHAPTER 2 EVENTS, WORDS, AND PHRASES WORTH REMEMBERING

| | |
|---------------------------------------|---------------------------------------|
| Adamson law | Corporations |
| Agriculture Adjustment Administration | Cotton Gin |
| Airplane | Coxey's Army |
| American Federation of Labor | Craft Union |
| American System (Clay's) | Credit |
| Arbitration | Credit Mobilizer |
| Assembly line | Cumberland Road |
| Assumption Act | Currency Act |
| Automobile | Custom |
| "Bad Trusts" | Debt |
| Baltimore and Ohio Railroad | Department of Agriculture |
| Bank Holiday | Department of Commerce |
| Banking Act of 1933 | Department of Labor |
| Beef Trust | Barley Tariff |
| Bessemer Process | Bicycle |
| Big Stick | Division of Labor Standards |
| Bimetal Standard | Bols |
| Black Friday | Dollar devaluation |
| Blacklist | Dollar diplomacy |
| Black-Allison Act | Dollar's Policy |
| Blue Eagle | Economic Imperialism |
| Board of Education | Classic Currency |
| Bonus Pay (Cahoon's) | Slave Labor |
| Boycott | Elkins Act |
| "Brain Trust" | Elkins Act |
| Bureau of Labor Statistics | Emergency Transportation Act |
| Capitalistic System, The | Employer's Liability Laws |
| Central Pacific Railroad | Elmer's Case |
| Check off | Esch-Cummins Transportation Act |
| Civil War Veterans Act | Entrenchment |
| Civil Works Authority | Federal Coordinator of Transportation |
| Civilian Conservation Corps | Federal Deposit Insurance Corporation |
| Clyton Anti-Trust Act | Federal Reserve Act |
| "Clumney, The" | Federal Trade Commission |
| Copper ships | Flat |
| Closed shop | First Bank of the United States |
| Cloverleaf Intersection | Food Administration |
| Coal Barons | Forney-Cummins Tariff |
| Cobas | Free Silver |
| Collective Bargaining | Free Trade |
| Colonial British Tariffs | Foreign Finance |
| Company Unions | Gold Standard |
| Consolidated | "Good Trusts" |
| Consolidated Currency | Granger Laws |
| Continental Currency | Great Northern Railroad |
| Continuity Bonds | Great Western |
| | Greenback Party |
| | Graham's Law |

| | |
|---------------------------------------|------------------------------------|
| Guffey-Snyder Act | Navigation Acts |
| Gushers | New Deal, The |
| Hatch Act (Agriculture) | New Freedom, The |
| Hawley-Smoot Tariff | "New Orleans, The" |
| Haymarket riot | New York Central Railroad |
| Helicopter | Non-importation Act |
| Hepburn Act | Non-intercourse Act |
| Holding Company | Normalcy |
| Homestead Act | Norris LaGuardia Act |
| Homestead Strike | Old Guards |
| Horse cars | Open shop |
| Independent Treasury Act | Over production |
| Industrial Union | Panic of 1837 |
| Industrial Revolution, The | Patent |
| Inelastic Currency | Patrons of Husbandry |
| Inflation | Patroon System, The |
| Injunction | Payne Aldrich Tariff |
| Installment Buying | People's Party |
| Insurgents | Pet Banks |
| Interchangeable Parts | Picketing |
| Internal combustion engine | Plumb Plan |
| Internal Improvements | Pooling |
| Interlocking directorate | Populists |
| International Workers of the World | Postage Stamp |
| Interstate Commerce Commission | Postal Union |
| Iron Age, The | Private Monopolies |
| Irrigation | Proclamation Act, The |
| Jet Propulsion | Progressive Party |
| Knights of Labor | Protective Tariff |
| Labor Saving Machines | Public Works Authority |
| Lockout | Pullman Strike |
| Laissez Faire | Radar |
| Lancaster Philadelphia Pike | Radio |
| Land Speculation | Radiophoto |
| Long and Short Haul | Railroad Credit Corporation |
| Macadam Road | Railroad magnates |
| Mann Elkins Act | Railroad Strikes of 1877 and 1946 |
| Mass Production | Railway Brotherhoods |
| McKinley Tariff | Railway Labor Board |
| Mediation | Reciprocal Trade Agreements |
| Merchant Marine Act | Reclamation |
| Molly Maguires | Reconstruction Finance Corporation |
| Morrill Act | Refineries |
| Morrill Tariff | Reforestration |
| Motor Carrier Act | Report on Manufacturing |
| Muckrakers | Restraint of Trade |
| Napoleons of Finance | Rocket |
| National Association of Manufacturers | Run on the banks |
| National Banking Act | "Savanah, The" |
| National Labor Relations Board | Second National Bank of the U. S. |
| National Recovery Act | Technological Unemployment |

- Navigation Acts
 New Deal, The
 New Freedom, The
 "New Orleans, The"
 New York Central Railroad
 Non-Interference Act
 Non-Interference Act
 Normalcy
 Norris Laborers Act
 Old records
 Open shop
 Over production
 Paris of 1837
 Patent
 Patterns of Machinery
 Pattern System, The
 Payne Aldrich Tariff
 People's Party
 Pet Bank
 Pictorial
 Plumb Plan
 Pooling
 Populists
 Postage Stamp
 Postal Union
 Private Monopolies
 Proclamation Act, The
 Progressive Party
 Protective Tariff
 Public Works Authority
 Pullman Strike
 Radar
 Radio
 Radiophone
 National Credit Corporation
 National currency
 Railroad Strikes of 1877 and 1898
 Railway Brotherhoods
 Railway Labor Board
 Reciprocal Trade Agreements
 Reclamation
 Reconstruction Finance Corporation
 Reclamation
 Reorganization
 Report on Manufacturing
 Restriction of Trade
 Rickett
 Risk on the banks
 "Lovers, The"
 Second National Bank of the U. S.
 Technological Unemployment
 Bailey-Snyder Act
 Omaha
 Patch Act (Agribusiness)
 Hawley-Smoot Tariff
 Haymarket riot
 Helicopter
 Hepburn Act
 Holding Company
 Homestead Act
 Homestead Strike
 Horse cars
 Independent Treasury Act
 Industrial Union
 Industrial Revolution, The
 Inelastic Currency
 Inflation
 Injunction
 Installment buying
 Insurgents
 Interchangeable Parts
 Internal combustion engine
 Internal improvements
 Interlocking interests
 International Workers of the World
 Interstate Commerce Commission
 Iron Age, The
 Irrigation
 Jet Propulsion
 Knights of Labor
 Labor Saving Machines
 Lockout
 Laissez Faire
 Lancaster Philadelphia Pike
 Land Speculation
 Long and Short Rail
 Machine Road
 Mann Elkins Act
 Mass Production
 McKinley Tariff
 Mediation
 Mercant Marine Act
 Molly Maguires
 Morrill Act
 Morrill Tariff
 Motor Carrier Act
 Motor Vehicle
 Napoleons of France
 National Association of Manufacturers
 National Banking Act
 National Labor Relations Board
 National Recovery Act

| | |
|--------------------------------|----------------------------|
| Secret rebate | Tobacco Aristocracy |
| Securities Exchange Commission | Toll Roads and Bridges |
| Selfish individualism | Tom Thumb |
| Seniority | Townshend Acts |
| Sherman Anti Trust Act | Trade Union |
| Sherman Silver Purchasing Act | Traveling Tinker, The |
| Sit down strike | Triangular Trade |
| Slater's Mill | Trolly Cars |
| Social Security | Trust busting |
| Socialist Party | Turnpikes |
| Social Interests | Under consumption |
| Specie | Underwood Tariff |
| Square Deal, The | Unfair Trade Agreements |
| Stagecoach | Unfair Practices |
| Stand Patters | Union Pacific Railroad |
| Steel Kings | Union Shop |
| Stock Crash of 1929 | Vulcanizing |
| Stock watering | Wagner Labor Relations Act |
| Strike | "Walk in the Water" |
| Subway | Walker Tariff |
| Sugar Act | "Watchful waiting" |
| Sweatshop | Wells Fargo Express Co. |
| Taft-Hartley Act | Whiskey Rebellion |
| Tariffs of 1842 and 1857 | Wilderness Road |
| Tea Act | Wilson-Gorman Tariff |
| Telegraph | Wireless Telegraph |
| Telephone | Wirephoto |
| Teletype | Yellow Dog Contract |
| Television | |
| Tennessee Valley Authority | |

CHAPTER 3 AMERICA'S PROGRESS THROUGH TREATIES

Treaties are generally thought of as agreements between two countries; the issues of which are either boundary disputes, settlements after a war or the exchange of land. They can, however, take the form of economic settlements. They are often called trade agreements or tariffs. In the case of tariffs, unless they be of the reciprocal type (a word you found in Chapter 2) no compromise between countries are made. The government of one country passes the tariff law and if all the other countries wish to trade, with the country which passed the law, they must meet the terms of the tariff.

During the course of our history, we have passed many tariffs. Some of them have been very important either as a cause for war or for economic collapse not only in our country but in many others. Not everything about them is bad. In our early history tariffs were the main means of putting American industry on its feet and to build it sufficiently strong to make the United States the greatest industrial nation in the world. The tariff today is still protecting our industries and the millions of workers who gain their livelihood

| | |
|----------------------------|--------------------------------|
| Tobacco Alkaloids | Secret Service |
| Toll Roads and Bridges | Securities Exchange Commission |
| Tom Thum | Selfish Individualism |
| Township Acts | Sanctity |
| Trade Union | Sherman Anti Trust Act |
| Traveling Winkler, The | Sherman Silver Purchasing Act |
| Triangular Trade | Sit Down Strike |
| Trolley Cars | Slater's Mill |
| Trust Busting | Social Security |
| Turnpikes | Socialist Party |
| Under consumption | Social Interests |
| Underwood Tariff | Species |
| United Trade Agreements | Square Deal, The |
| United Practices | Stagewagon |
| United Pacific Railroad | Stand Paters |
| Union Shop | Steel Kings |
| Unionsizing | Stock Crash of 1929 |
| Warner Labor Relations Act | Stock watering |
| "Walk in the Water" | Strike |
| Waller Tariff | Subway |
| "Watchful waiting" | Sugar Act |
| Wells Fargo Express Co. | Sweetshop |
| Whiskey Rebellion | Taft-Hartley Act |
| Williamson Road | Tariffs of 1862 and 1897 |
| Wilson-Gorman Tariff | Tax Act |
| Wireless Telegraph | Telegram |
| Wirephoto | Telephone |
| Yellow Dog Contract | Teletype |
| | Television |
| | Tennessee Valley Authority |

CHAPTER 3 AMERICA'S PROGRESS THROUGH TREATIES

Treaties are generally thought of as agreements between two countries; the latest of which are either boundary disputes, settlements after a war or the exchange of land. They can, however, take the form of economic settlements. They are often called trade agreements or tariffs. In the case of tariffs, which they do of the reciprocal type (a word you found in Chapter 2) no compromise between countries are made. The government of one country passes the tariff law and if all the other countries wish to trade, with the country which passed the law, they must meet the terms of the tariff.

During the course of our history, we have passed many tariffs. Some of them have been very important either as a cause for war or for economic collapse not only in our country but in many others. Not everything about them is bad. In our early history tariffs were the main means of putting American industry on its feet and to build it sufficiently strong to make the United States the greatest industrial nation in the world. The tariff today is still protecting our industries and the millions of workers who gain their livelihood

from these industries from the goods of other countries whose standard of living is much lower than ours.

To gain a clearer picture of how tariffs work and the results of them complete the following exercises:

1. Briefly tell the story of the Tariffs of 1816, 1824, 1828, 1832 and 1833 by answering the following questions:
 - a) What type of products did they cover?
 - b) Which ones lifted rates and which ones lowered them?
 - c) Why was the South in favor of the Tariff of 1816 but against the ones that followed?
 - d) What were the positions of the West and East on these tariffs and why?
 - e) Why was the Compromise Tariff of 1833 of a political as well as of an economic nature?

2. Following are a list of Tariffs. Answer the questions under them.

| | |
|----------------------|-------------------------|
| Morrill Tariff | Payne Aldrich Tariff |
| McKinly Tariff | Underwood Tariff |
| Wilson-Gorman Tariff | Fordney-McCumber Tariff |
| Dingley Tariff | Hawley-Smoot Tariff |

 - a) Who was President and to which party did he belong when each was passed?
 - b) What tariffs lifted rates and which ones lowered them?
 - c) Give arguments for and against a high tariff.
 - d) What will be the effects on European imports with a high tariff? a low one?
 - e) Do tariffs have anything to do with the establishment of a favorable balance of trade?
 - f) Had you been a member of Congress when each of the above tariffs were passed, how would you have voted and why?

3. Still another type of tariff is the reciprocal trade agreement. We have had many of these, especially during the administration of Franklin D. Roosevelt. Agreements with Cuba, Canada, Brazil, the Netherlands, Belgium, Sweden and France are but a few. Look up several of them and briefly write what they accomplished.

CHAPTER 4 AMERICA'S PROGRESS SHOWN THROUGH MAPS AND CHARTS

I Part A Maps

1. On a series of maps of the United States show the following:
 - a) Oil Fields
 - b) Anthracite, Bituminous, Lignite and Iron mines
 - c) Lumber, Copper, Silver, Lead, Gold, Tin and Zinc mines
 - d) The major water power sites.

- e) Areas of wheat, corn, cotton, tobacco, dairy products, cattle, pigs, sheep, and fruit.

2. On a series of maps show the following:

- a) Important main line railroads
- b) The most important U. S. highways that cross the country and their route numbers.
- c) The most important U. S. airways that cross the country.

3. THE WEST OF THE 1870's

- a) On a map of the United States place the following cities:

| | | |
|---------------|----------------|-------------|
| Seattle | Spokane | Duluth |
| Portland | St. Paul | Denver |
| San Francisco | Salt Lake City | Cheyenne |
| Omaha | Chicago | Kansas City |
| St. Louis | Santa Fe | Los Angeles |
| El Paso | San Antonio | Houston |
| New Orleans | | |

- b) Place the following railroads. Show in one color the first four to be built and in another color the remaining roads.

| | |
|-----------------|-----------------------|
| Great Northern | Northern Pacific |
| Milwaukee | Union Pacific |
| Central Pacific | Denver and Rio Grande |
| Santa Fe | Southern Pacific |

4. THE INDUSTRIAL CITIES OF THE UNITED STATES

- a) On a map of the United States place the principal industrial cities of the country. Beneath each city list not more than three industries that are found there. If you wish you can make figures to represent the various industries.

5. TRANSPORTATION ON THE GREAT LAKES

- a) On a map which shows the Great Lakes and the areas around them show the various types of traffic that is moved on the lakes. You can show in the areas next to the Lakes where the different items come from.
- b) Give the area of each lake and compare them to the area of your state.

6. WORLD COMMERCE

- a) On a map of the world show the important canals. In what ways do each help the United States? Beside each canal place the date of building.

WILSON BOND

(1) Areas of land, water, forest, and other natural resources, including the following:

- (a) Areas of land, water, forest, and other natural resources, including the following:
- (b) Areas of land, water, forest, and other natural resources, including the following:
- (c) Areas of land, water, forest, and other natural resources, including the following:

(2) On a map of the United States, show the following places:

| | | |
|----------------------|----------------|----------------|
| Alaska | Idaho | Montana |
| Arizona | Illinois | Nebraska |
| California | Indiana | Nevada |
| Colorado | Iowa | New Mexico |
| Connecticut | Kansas | New York |
| Delaware | Kentucky | North Carolina |
| District of Columbia | Louisiana | North Dakota |
| Florida | Maine | Ohio |
| Georgia | Massachusetts | Oklahoma |
| Hawaii | Michigan | Oregon |
| | Minnesota | Rhode Island |
| | Mississippi | South Carolina |
| | Missouri | South Dakota |
| | Montgomery | Tennessee |
| | Nebraska | Texas |
| | Nevada | Vermont |
| | New Hampshire | Virginia |
| | New Jersey | Washington |
| | New Mexico | West Virginia |
| | New York | Wisconsin |
| | North Carolina | Wyoming |
| | North Dakota | |
| | Ohio | |
| | Oklahoma | |
| | Oregon | |
| | Rhode Island | |
| | South Carolina | |
| | South Dakota | |
| | Tennessee | |
| | Texas | |
| | Vermont | |
| | Virginia | |
| | Washington | |
| | West Virginia | |
| | Wisconsin | |
| | Wyoming | |

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| | | |
|----------------------|----------------|----------------|
| Alaska | Idaho | Montana |
| Arizona | Illinois | Nebraska |
| California | Indiana | Nevada |
| Colorado | Iowa | New Mexico |
| Connecticut | Kansas | New York |
| Delaware | Kentucky | North Carolina |
| District of Columbia | Louisiana | North Dakota |
| Florida | Maine | Ohio |
| Georgia | Massachusetts | Oklahoma |
| Hawaii | Michigan | Oregon |
| | Minnesota | Rhode Island |
| | Mississippi | South Carolina |
| | Missouri | South Dakota |
| | Montgomery | Tennessee |
| | Nebraska | Texas |
| | Nevada | Vermont |
| | New Hampshire | Virginia |
| | New Jersey | Washington |
| | New Mexico | West Virginia |
| | New York | Wisconsin |
| | North Carolina | Wyoming |
| | North Dakota | |
| | Ohio | |
| | Oklahoma | |
| | Oregon | |
| | Rhode Island | |
| | South Carolina | |
| | South Dakota | |
| | Tennessee | |
| | Texas | |
| | Vermont | |
| | Virginia | |
| | Washington | |
| | West Virginia | |
| | Wisconsin | |
| | Wyoming | |

(4) On a map of the United States, show the following places:

WILSON BOND

(5) On a map of the United States, show the following places:

(6) On a map of the United States, show the following places:

WILSON BOND

(7) On a map of the United States, show the following places:

- b) By the use of lines show the trade lanes that American commerce moves over. The width of the line should indicate the amount of traffic. To get the amount of traffic consult the "World Almanac".

II Part B Charts

1. Graph the population increase of the United States from 1850 to 1900 and beneath your chart write the answers to the following questions:
 - a) How did this population increase effect the opportunities of the American manufacturer in selling his goods in his own country? outside of his country?
 - b) Why was more business done during the latter period than in the earlier period?

There are many graphs and charts representing the industrial growth of our country that can be found in the books you read for this Unit. Many of them you may wish to duplicate or make into a graph or chart of your own design. Since there are so many no attempt will be made to give you suggestions here. When you see a chart or graph that you like and which will fit into the work you are doing, use it.

CHAPTER 5 PRESIDENTS IN REVIEW

Continue your chart on the Presidents which you started in Unit 2 by adding to it the following presidents: Garfield, Arthur, Cleveland, Harrison, Cleveland, McKinley, Roosevelt, Taft, Wilson, Harding, Coolidge, Hoover, Roosevelt and Truman.

You should add at this time only those events this Unit is concerned with. In other Units the remaining events that occurred while the men were presidents will be filled in.

CHAPTER 6 DEPRESSIONS AND THEIR CAUSES

Beginning with the following years there occurred in the United States major depressions:

| | | | |
|------|------|------|------|
| 1819 | 1857 | 1893 | 1921 |
| 1837 | 1873 | 1907 | 1929 |

After reading about each depression, answer the following questions:

- a) What were the causes of each? Underline the major causes.
- b) How much of the United States did they effect? How much of the World?

b) By the use of lines show the trade balance that American countries moves over. The width of the line should indicate the amount of traffic. To get the amount of traffic consult the "World Almanac".

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CHAPTER 2. PRESIDENTS IN REVIEW

Complete your chart on the Presidents which you started in Unit 2 by adding to it the following Presidents: Harrison, Cleveland, Harrison, Cleveland, McKinley, Roosevelt, Taft, Wilson, Harding, Coolidge, Hoover, Roosevelt and Truman.

You should add at this time only those events this Unit is concerned with. In other words the remaining events that occurred while the men were presidents will be listed in.

CHAPTER 3. DEPRESSIONS AND THEIR CAUSES

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| 1819 | 1857 | 1893 | 1907 |
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After reading about each depression, answer the following questions:

- a) What were the causes of each? Underline the major causes.
- b) How much of the United States did they affect? How much of the world?

- c) Approximately how long did each one last? Can you draw any conclusions about the length of each and the date?
- d) How do you think depressions can be prevented?
- e) Comment on this statement, "Depressions are the major causes for wars."
- f) Study the chart on page 491 in Faulkner and Kepner's AMERICA. What conclusions can you draw from it?
- g) What is meant by the business cycle? Explain how it works. Must it always work that way?

CHAPTER 7 MY LIST OF TWENTY-FIVE INVENTIONS THAT HAVE HELPED AMERICA'S PROGRESS

Continue your list of inventions which you started in Unit 1. If you have forgotten the instructions, turn back to Unit 1, Chapter 7 and reread them.

In this Unit you should find many inventions that have aided America in its progress.

CHAPTER 8 MY LIST OF OUR MAIN SOCIAL PROBLEMS AND MY IDEA AS TO THEIR SOLUTION

In this Unit you should find many social problems that have been caused by our industrial and agricultural expansion. Some of them have been solved but many still remain to be solved. As you work on this Unit try to determine which have been solved and which still require solving. You will find that class discussion will also help you to find them.

Make a list of all problems you find. Find out as much as you can about each one of them and then try to give your ideas as to the best solutions. Class discussions will help you here.

CHAPTER 9 SPECIAL REPORTS

1. Write an essay on as many men as you wish in Chapter 1 of this Unit. Attempt to write on men who have made definite contributions to America's progress. Be sure to bring out these contributions.
2. Contrast some of the men in Chapter 1 of this Unit with those in the other Units. Determine which of the men you are writing about made the greatest contributions to American History and give your reasons why.
3. Write an essay on the importance of industry to the growth of America.
4. Write an essay on the importance of agriculture to the growth of America.
5. Write an essay on the importance of immigration to the industrial and agricultural growth of America.

- c) Approximately how long did each one last? Can you draw any conclusions about the length of each and the later?
- d) How do you think depressions can be prevented?
- e) Comment on this statement, "Depressions are the major causes for wars."
- f) Study the chart on page 401 in Kaufman and Kerner's AMERICA. What conclusions can you draw from it?
- g) What is meant by the business cycle? Explain how it works. What it always work that way?

CHAPTER 7 MY LIST OF TWENTY-FIVE INVENTIONS THAT HAVE HELPED AMERICA'S PROGRESS

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3. Write an essay on the importance of industry to the growth of America.

4. Write an essay on the importance of agriculture to the growth of America.

5. Write an essay on the importance of immigration to the industrial and agricultural growth of America.

6. Briefly tell of the industrial progress in colonial America.
Your report should include -
 - a) Types and sections found
 - b) Machines and their inventors
 - c) Relative importance as compared to the agricultural and maritime fields.
 - d) Where work was done ie. home or factory.
7. Compare a factory of today with one in the early 19th century along the following lines:
 - a) Appearance and size.
 - b) Wages and hours
 - c) Comforts provided for the employees
 - d) The workers: appearance, education and attitude toward work.
 - e) Sickness and accident benefits.
 - f) Child labor
 - g) Labor unions
8. Write a report on the following tariff questions:
 - a) Why did the Tariff of 1816 fail to help manufacturing?
 - b) Why was the South against the Tariff of 1824, 1828 and 1832?
Why was the East in favor of it?

CHAPTER 10 OPTIONAL ACTIVITIES

1. On a map of the United States place the following:
 - a) Location of the first cotton mill.
 - b) Location of the first factory where all the processes necessary to change raw cotton into cloth were carried on.
 - c) Location of the iron industry sites before 1850.
 - d) Rivers in New England that supplied water power for manufacturing.
Along these rivers place the important textile cities.
 - e) Soft and hard coal deposits worked before 1850.
 - f) Routes of the first railroad and telegraph line.
2. Collect or draw pictures showing the different types of transportation used by the settlers of the West and by people traveling along the sea coast.
3. Make a diagram showing how a lock in the Erie Canal works.
4. Explain this sentence spoken in 1884. "Without the railroad it would have required a century to settle the west in the manner that has been done in five years under its powerful influence."
5. Make a list of all the industries that have developed as a result of the automobile.
6. Draw a series of charts showing the growth of transportation.

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Your report should include -
a) Types and sections found
b) Machines and their inventors
c) Relative importance as compared to the agricultural and maritime fields.
d) Where work was done ie. home or factory.
7. Compare a factory of today with one in the early 18th century along the following lines:
a) Appearance and size.
b) Wages and hours
c) Conditions provided for the employees
d) The workers: appearance, education and attitude toward work.
e) Diseases and accident benefits.
f) Child labor
g) Labor unions
8. Write a report on the following tariff questions:
a) Why did the Tariff of 1816 fail to help manufacturing?
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e) Along these rivers place the important textile sites.
f) Gold and hard coal deposits worked before 1850.
g) Routes of the first railroad and telegraph line.
2. Collect or draw pictures showing the different types of transportation used by the settlers of the West and by people traveling along the sea coast.
3. Make a diagram showing how a lock in the Erie Canal works.
4. Explain this sentence spoken in 1884. "Without the railroad it would have required a century to settle the west in the manner that has been done in five years under the powerful influence."
5. Make a list of all the industries that have developed as a result of the automobile.
6. Draw a series of charts showing the growth of transportation.

7. Collect a series of pictures showing the improvements in the various fields of transportation.
8. Write a report on one of the following: 1. The importance of the Erie Canal to Buffalo, Albany and New York City.
9. Draw a diagram of a cotton gin showing how the machine works.
10. Many of us like to draw cartoons and many more would like to draw them if they knew how. Study the cartoons in the textbooks you use and go to the library and look through Butterfield's, The American Past to get ideas. Then draw a cartoon on one or more of the following subjects: 1. Destruction of the Second National Bank. 2. Deposits going into the Pet Banks. 3. The growth of trusts. 4. Jefferson and the Embargo Act. 5. Wilson and Watchful Waiting. 6. The peoples idea of the "Clermont" before they saw it. 7. Roosevelt and the big stick. 8. A man trying to blow out his first electric light. 9. What people living in 1875 thought the world would be like in 1950. 10. What the business man thought the Interstate Commerce Commission would do to him. 11. Blaine and the Credit Mobilier.

These are but ten subjects. As you complete this Unit you will think of many more and perhaps ones that are much better. You are free to draw cartoons about any subject that pertains to this topic.

11. Make a chart showing early colonial agriculture.
12. Review in Unit 1 that part which deals with the causes of the American Revolution and tell in not less than two paragraphs what effect the various English laws had on colonial manufacturing.
13. Contrast the small and large farmer in the South during the period 1850 to 1860.
14. Write a report on colonial manufacturing. Include in your report information regarding -
 - a) The effects of pre-revolutionary British laws on our manufacturing and the attempts that were made to get around them.
 - b) The Revolutionary War - an incentive for Manufacturing progress.
15. Explain the statement, "Water power was the foundation of New England Manufacturing."
16. Using an Encyclopedia, prepare a written report on the Industrial Revolution in England. Include such facts as:
 - a) What started it.
 - b) What industry did it start with.
 - c) Machines and their inventors that helped the movement gain speed.
 - d) Natural resources that were used.
 - e) Position of the factory worker.

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 - a) What started it.
 - b) What industry did it start with.
 - c) Machines and their inventors that helped the movement gain speed.
 - d) Natural resources that were used.
 - e) Position of the factory worker.

17. Write a three page report on one of the following topics. Include in your report such things as maps, cartoons, drawings and anything else that will make your report more interesting and meaningful.
1. Agriculture. 2. Textiles. 3. Iron and Steel. 4. Machinery. 5. Construction. 6. Railroads. 7. Lumber. 8. Clothing. 9. Meat Packing. 10. Publishing. 11. Oil. 12. Automobiles. 13. Paper. 14. Electricity. 15. Coal. 16. Baking. 17. Telephone and Telegraph. 18. Tobacco. 19. Shoes. 20. Rubber.
18. The United States was an agricultural nation long before we became an industrial one. Even today many millions of our people gain their living by tilling the soil. This activity will give you a chance to find out where in the United States farming is carried on. On a map of the United States do the following: 1. By the use of different colors show the forest areas, the grassland areas and the desert areas of the country. 2. Show the distribution of rainfall in the various sections of the country. 3. Consult a geography book and show on your map where the different agricultural products are grown.
19. Make a series of pictures that will show how manufactured items made in colonial days differ from the way they are made today.
20. With the landing of the men at Jamestown, international trade began and after we had gained our independence from England our trade routes stretched all over the world. On a map of the world indicate the trade lanes used by America around 1800. Locate the seaport towns. Beneath your map answer these questions: Do you think we imported more or exported more in the early history of our country? Look up in the "World Almanac" to find whether we export more or import more today. Which is it? How far apart are the two figures?
21. It took power to run our factories in the early days as it does today. Today, however, we use many more kinds of power than was used during our early history. Make a chart or draw pictures to show the different sources of power used before the Civil War and those which are being used now. Why do you think Water Power is the best source?
22. Construct an illustrated chart which will show the improvements that were made in agricultural machinery before the Civil War.
23. Construct a chart in which you show the types of agricultural machinery now used today that were not available to the farmers of 1850.
24. Until recent years the various sections of the United States have looked upon the tariff as a blessing or as an evil. In 1828 such a tariff was passed. By the use of pictures or a cartoon show why the people of the North and South differed so violently over this tariff.
25. Draw a cartoon showing how the Southern plantation owner greeted the tariff of 1828. A good title would be "It's an abomination."

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1. Agriculture, 2. Textiles, 3. Iron and Steel, 4. Machinery, 5. Construction, 6. Railroads, 7. Lumber, 8. Clothing, 9. Meat Packing, 10. Publishing, 11. Oil, 12. Automobiles, 13. Paper, 14. Electricity, 15. Coal, 16. Mining, 17. Telephone and Telegraph, 18. Tobacco, 19. Shoes, 20. Rubber.

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21. It took power to run our factories in the early days as it does today. Today, however, we use many new kinds of power than was used during our early history. Make a chart or draw pictures to show the different sources of power used before the Civil War and those which are being used now. Why do you think water power is the best source?

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24. Until recent years the various sections of the United States have looked upon the tariff as a blessing or as an evil. In 1892 such a tariff was passed. By the use of pictures or a cartoon show why the people of the North and South differed so violently over this tariff.

25. Draw a cartoon showing how the Southern plantation owner greeted the tariff of 1892. A good title would be "It's an Abomination."

26. Draw a cartoon which shows a banker and a man unemployed talking about the depression of 1837.
27. On a wall chart about two feet high which can extend the whole width of a room construct a series of pictures which will show the development of transportation. All forms of transportation should be included. This would be a good activity for the entire class to work out or if you wish a committee of at least six.
28. One of the reasons why America is perhaps the greatest nation on earth today is because of its mineral resources and our peoples ability to extract them from the earth and use them. On a map of the United States make a series of illustrations showing where our various mineral resources can be found. In some cases a whole area must be colored or illustrated. Beside your map, list all the different ways these resources are used today.
29. Construct a series of four graphs to show the following: 1. The amount of coal mined. 2. The amount of oil produced. 3. The amount of iron produced and 4. The value of manufactures. The graphs should show the amounts at the end of each ten year period beginning with 1850. "The World Almanac" or Encyclopedias will furnish you with the necessary figures.
30. This could be an entire class project. Construct a series of booklets which will show the development of such industries as steel, railroad, automobile, aviation, petroleum and meat packing. Your booklets should include: 1. Men who helped to build the industries. 2. Charts, 3. Maps. 4. Pictures and 5. Drawings and cartoons.
31. Write an essay in which you show how the United States Government has aided the farmer or the manufacturer, or the people in transportation.
32. The people of the United States have often been called a nation of organizers. By a series of pictures show how organizations have helped to develop this country. Labor unions, corporations and partnerships should be among your list.
33. Draw a cartoon which shows how the farmer felt about the railroads in 1880.
34. By the use of pictures or drawings show the development of the small factory into the big businesses of today.
35. Construct a chart of the Federal Reserve System and indicate on the chart how the banking system functions.
36. Construct a booklet on our national forests. You can make it almost all pictures if you wish. You should include maps showing where the forests are, the types of wood found in them, charts showing what the leaves and bark and shape of the different trees look like, methods

26. Draw a cartoon which shows a banker and a man unemployed talking about the depression of 1937.
27. On a wall chart about two feet high which can extend the whole width of a room construct a series of pictures which will show the development of transportation. All forms of transportation should be included. This would be a good activity for the entire class to work out or if you wish a committee of at least six.
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30. This could be an entire class project. Construct a series of booklets which will show the development of such industries as steel, railroad, automobile, aviation, petroleum and meat packing. Four booklets should include: 1. How the industry built the industry. 2. Character. 3. Map. 4. Pictures and 5. Drawings and cartoons.
31. Write an essay in which you show how the United States Government has aided the farmer or the manufacturer, or the people in transportation.
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36. Construct a booklet on our national forests. You can make it almost all pictures if you wish. You should include maps showing where the forests are, the types of wood found in them, charts showing what the leaves and bark and shape of the different trees look like, methods

of cutting down trees, methods of logging, wasteful cutting, replanting trees, the evils of a forest fire, uses of wood, maps showing our national forests, qualifications to be a forest ranger, drawings of lookout stations, methods of fighting fires, pictures showing a well kept forest and a poorly kept one and any other pictures, maps, or charts you wish to include.

37. By the use of an illustrated chart show the different measures taken by the federal government in the attempt to end the depression of 1929.
38. Draw a series of pictures or posters showing the need for conservation, irrigations and reclamation. You can also draw pictures or posters showing what happens when the above three are not done.
39. Make an illustrated map of TVA. Include such things as the area controlled, the rivers, the dams, the usages TVA is put to and by using the Census reports the growth of cities in the area of TVA.
40. Draw diagrams of some of our large power dams.
41. Construct a cardboard model of these dams.
42. Construct a chart which shows the growth of our cities by ten year periods from 1840 to the present. Census reports will give you the necessary figures. Which cities have grown the fastest? Why do you think this happened? What cities of a million population today were mere towns in 1840 or did not even exist?
43. Make a series of pictures of manufactured items that are common to you today that did not even exist when your father was your age, your grandfather.
44. Construct a chart which shows the organization of a corporation. Who owns a corporation? What is meant by stock? What does par value mean?
45. Construct a chart in which you show the growth of labor unions. Make parallel columns for the name of the union, its leaders and its aims. Look up in the World Almanac to find how many people belong to labor unions today. How many members does the A. F. of L. and the CIO have?
46. Construct a chart which shows the gains that labor has made through the years.
47. Draw a cartoon of a man trying to make up his mind as to whether he should join a union or not.
48. In a series of charts show the work done by the Departments of Agriculture, Commerce, Interior, and Labor.

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49. Interview a union leader as to the aims that his union has. Report your interview to the class.
50. Interview a manufacturer on the Topic, "Are Unions Fair"? Report your interview to the class.
51. Visit a local factory and report what you saw to the class.
52. Write a series of advertisements for a local store. Show them to the store owner and ask his opinion of them.
53. If there are any factories in your community look up their history. In an oral report to the class tell how old the concern is, where it gets its raw materials, where the goods are sold, the number employed today and 25 years ago and any other interesting items you may think of.
54. Show by a series of lines or by clocks which represent time how spanning the Atlantic has decreased in time since the days of Columbus.
55. Make a collection of pictures of modern methods of travel. Underneath each picture you can state how fast each method is.
56. Henry Ford once said that he owed his wealth to no one but his own hard work. Do you agree? What is meant by interdependence? Construct a chart in which you show how American industry is dependent upon the rest of the world.
57. Continue Optional Activity No. 31 in Unit 4.

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